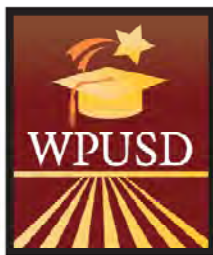


School Facilities Master Plan

June 2010



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

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INTRODUCTION

Purpose of a Facilities Master Plan

The California Department of Education's publication, "Guide for the Development of a Long-Range Facilities Plan," defines a long range facilities plan as a "compilation of information, policies, and statistical data about a district." A Long-Range Facilities Plan, also commonly referred to as a Facility Master Plan, is organized to provide a continuous basis for planning educational facilities that will meet the needs of a changing community and provide alternatives in allocating facility resources to achieve the District's goals and objectives.

A Facility Master Plan is essential in planning for growth expected to occur within a school district's boundaries over the next 10 to 15 years. A Master Plan is intended to be a flexible document that will be revisited and updated periodically to serve as the framework for the construction of facilities necessary to serve as an effective district.

Overview

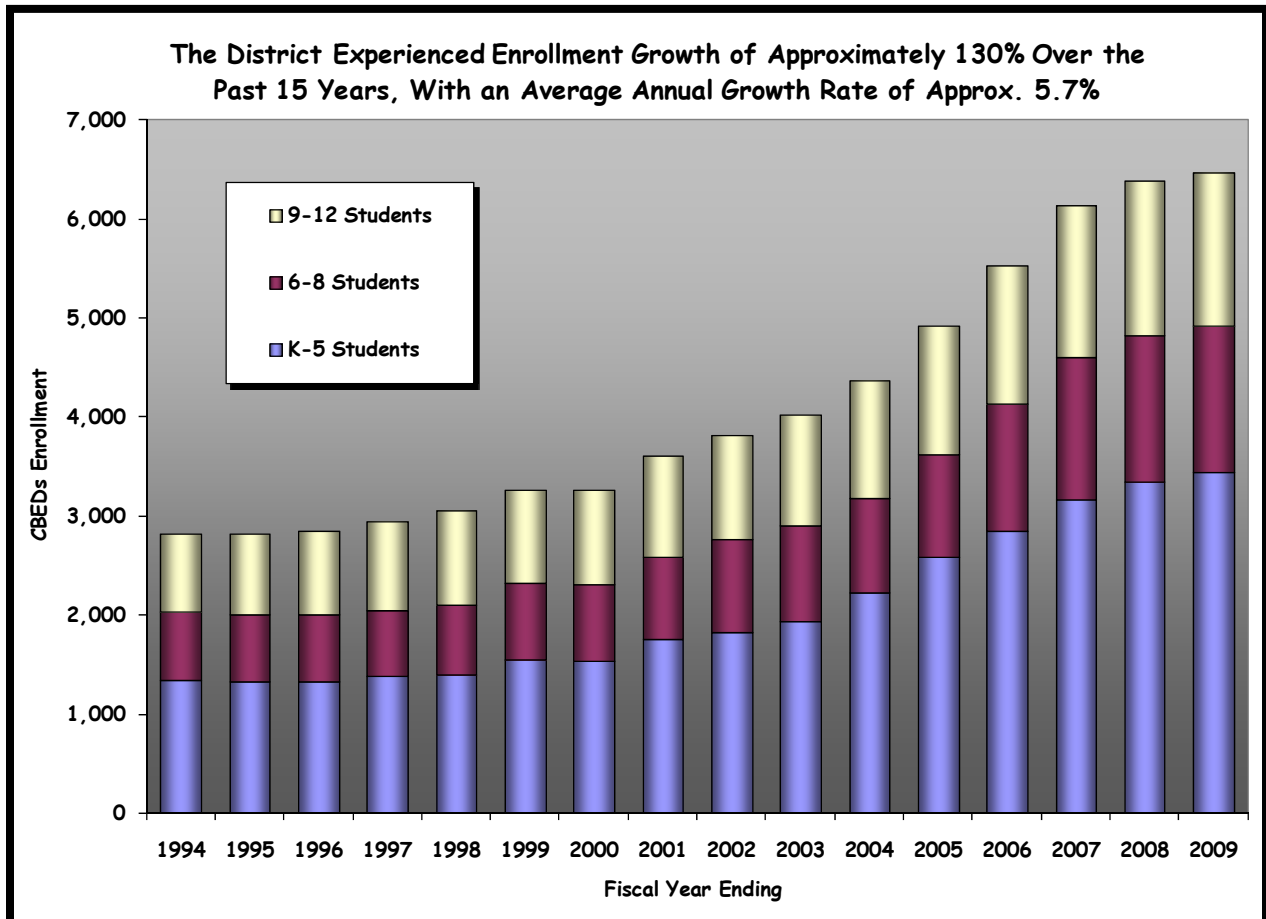
In the mid 1990's the first phase of master planning was undertaken for Western Placer Unified School District (the "District"). This master planning process was referred to as *Project Build*. The purpose of *Project Build* was to assist the District in the development of a community-based vision for the programming and design of a Master Plan for educational facilities. It was a systematic approach to supporting and enhancing the instructional facilities and learning strategies for the 21st century. During two school terms spanning 1995 through 1997, over 100 community members, faculty, staff, administrators, parents, and students joined together to explore four major frameworks which affect facilities design and development: (1) physical resources, (2) learning sciences, (3) governance, and (4) socioeconomic opportunities. *Project Build* was subsequently recognized in Washington D.C. in October 1998 as an example of Innovative School Design in the document "Schools as the Centers of Community, A Citizen's Guide for Planning and Design" by the U.S. Department of Education.

In September 2002, the District adopted a *Facilities Master Plan* that addressed school facility needs through the 2007-08 school year. An amendment to the 2002 Plan was prepared starting in early 2006. That document, *Facilities Master Plan, a Vision for the Future*, included an update of the original *Facilities Master Plan* and additional data and descriptors of the *Project Build* concept and outcomes. The document itself was never adopted the Board of Trustees.

The District experienced massive growth in the early 2000's and four schools were built in successive years beginning with Twelve Bridges Elementary which opened in 2004. Foskett Ranch Elementary opened in 2005; Twelve Bridges Middle School opened in 2006 and Lincoln Crossing Elementary opened in 2007. As shown in *Chart 1*, below, the District has experienced rapid enrollment growth over the past fifteen years, with total enrollment more than doubling.



CHART 1:



Enrollment data based on historical CBEDS and CALPADS, as provided by the District and summarized by Ronald L. Feist, Ed.D.

In June 2007 an *Interim Facilities Master Plan* was prepared and subsequently adopted by the Board of Trustees. This plan encompassed a five-year look at the facility needs of the District specifically due to the rapidly changing economy and decreasing development in both the downtown and greater Lincoln area. As such, it was necessary to revise enrollment projections and plan for growth at a much more moderate pace.

As the economy worsened, both state and nationwide, development and enrollment growth slowed significantly. A second 5- Year Interim Facilities Master Plan was prepared addressing the projected enrollment changes and year-by-year scheduling of schools. This plan was discussed with the Board in December 2008 but was not officially adopted.

Concurrently, the City of Lincoln was in the process of updating their *General Plan* which will result in the annexation of a vast amount of County land into the City's sphere of influence. The result is a *General Plan Amendment* for the City of Lincoln incorporating seven Villages and Special Use Districts ("SUDs"). The demographics associated with the New 2050 *General Plan* show Lincoln's population booming to around 130,000 by the year 2050. Applying the District's current



yield rates the 2050 General Plan will result in Western Placer Unified School District being the largest school district in Placer County with an estimated 24,000 students at peak enrollment. Planning for these students is addressed in great detail in this report.

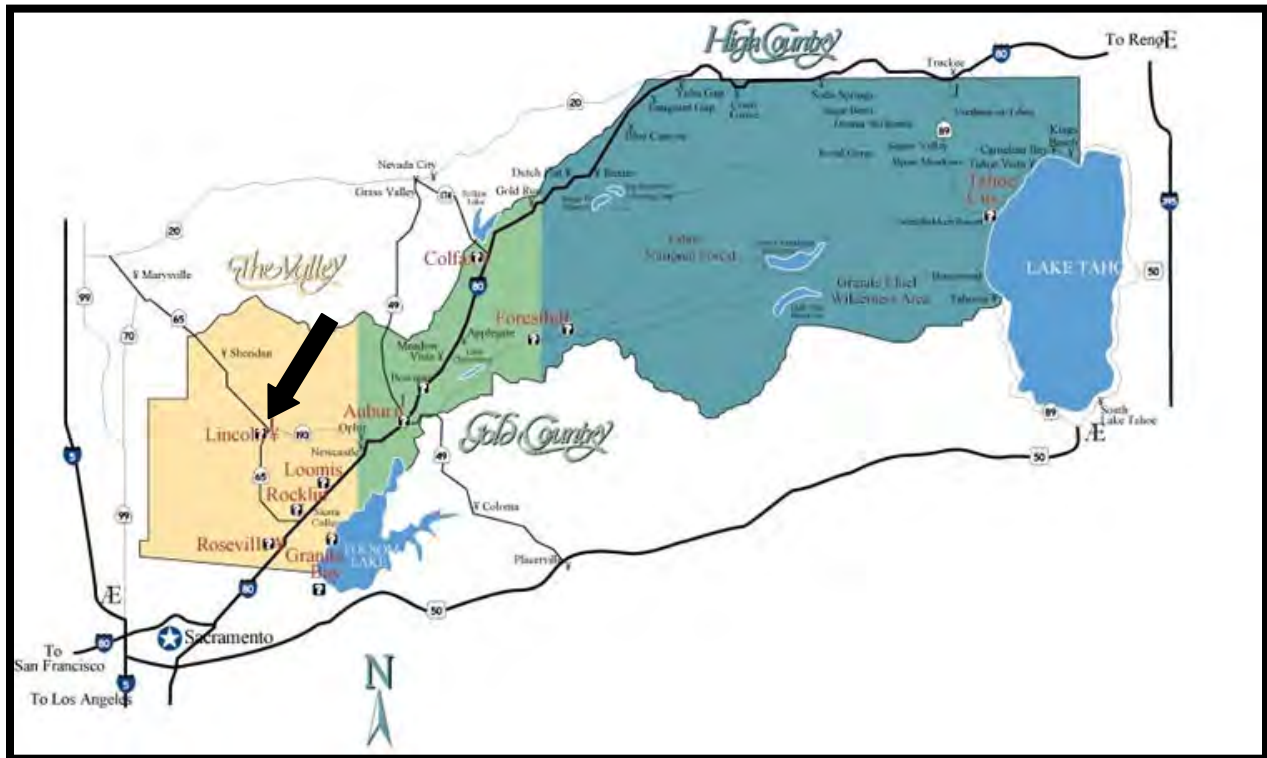
Also included in this report is an analysis of the students to be generated from the City of Lincoln's original General Plan. In other words, there are projected to be an additional approximate 2,600 students that will need to be served that fall outside of the seven Villages identified in the 2050 General Plan, but still from new housing units within the District.



DISTRICT DESCRIPTION

The District Yesterday and Today

The District office is located in Lincoln, California, recent recipient of the All America City award.



From the first school opening in 1860, Lincoln residents have long considered education a top priority. Today, the Western Placer Unified School District oversees the education of Lincoln's children.

The District once included over fifteen individual districts that were unified in 1966. The first school board members were Conrad "Ed" Engler, Stanley Nader, Dorothy Bickford, Herbert Fowler, and Bill L. Williams. Carlin C. Coppin served as the first superintendent with a district enrollment of 1,895.

Today, the District serves a diverse community of over 6,400 preschool through twenty-two year old students, including an adult school program. Current and future schools reflect the marriage between a rural/farming culture base and a fast-growing suburban community and employment sector for the greater Sacramento area. This fact is reflected in the District's four hundred and fifteen acre working school farm program and its highly regarded Advanced Placement and Honors programs. The District has adopted all state core curriculum standards.



The District is proud of its schools and their accomplishments. A District-wide Academic Performance Index of 810 was achieved in 2009, exceeding the State goal of 800. Lincoln High School and Twelve Bridges Middle School were named Distinguished Schools by the State in 2009. Also in that year, Lincoln High was one of only six high school recipients of the State-wide Career Technical Education award. Foskett Ranch Elementary received the distinction of being a Distinguished School in 2010.

District Mission, Vision and Goals

The District's mission is to empower students with the skills, knowledge, and attitudes for success in an ever changing world. This is accomplished through our dedicated staff, who address the District's goals.

The District's vision is that "students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process is structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration are held accountable for meeting established expectations. All students have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort." The focus of the District is on student success, developing and supporting a variety of programs toward that end. The District cooperates with community resources including the Lighthouse Counseling and Family Resource Center to provide additional support to our students.

District Global Goals

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

This School Facilities Master Plan is a foundation process and document for meeting the goals above, specifically #3, "Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness".

District Global Goals #1, #2 and #4 also have facility implications. The maximum potential of each student will be realized through all of the programs provided by the District. To serve students well, programmatically appropriate facilities are necessary. To ensure a safe, caring environment, facilities must be designed and maintained to enable instruction to happen without worry from outside distractions. The community of Lincoln has been a valued partner for many



years with the compilation of *Project Build* and we look forward to many more years of collaboration as the District embarks on an ambitious plan to house over 20,000 students.

District Educational Programs

The District's program of quality education is delivered in a wide range of educational settings and learning environments.

- 7 elementary schools (grades K-5)
- 2 middle schools (grades 6-8)
- 1 comprehensive high school (grades 9-12)
- 1 continuation high school
- GATE programs (grades 2 - 8); Honors/Advanced Placement (grades 9 - 12)
- English Learner Development (ELD) programs
- Advancement Via Individual Determination (AVID) program
- 1 Charter School (Horizon Instructional Systems)
- Adult Education program
- Special Education
- A 415 acre farm; the largest in the California

Educational Services Support

The District offers a variety of educational services support to its students and families. Academic support to struggling learners is provided through intervention services, funded through federal and state categorical monies. The District also offers a wide range of special education services to qualifying students. Enrichments are provided to High Achieving ("HA") and Gifted and Talented ("GATE") students through specific programs including the Elementary Academy at First Street School, the Performing Arts Academy at Glen Edwards Middle School, GATE/HA clusters in regular classes at other campuses, Honors and Advanced Placement ("AP") classes at middle and high school levels, and after-school offerings such as the Science Olympiad, Odyssey of the Mind and Robotics. After-school tutorial, enrichment and recreational programs are available on most elementary and one middle school campus for up to three hours daily. Extended school year services are available on a limited basis to students who are performing below grade level.

Extended Day Programs

The District offers CARE (Combining Academics, Recreation and Enrichment), a free After-School Educational Services ("ASES") program at four of its campuses from 3:00 - 6:00 p.m. daily. This three-hour program includes tutorial, enrichment and recreation. Additionally, the STAR program, a community fee-based program is available at four school sites, providing before and after-school services, from 6:00 a.m. to 6:00 p.m. daily. A third extended day program, Springboard, is offered at one site from 3:00 p.m. to 6:00 p.m. daily. Three Head Start Preschool programs are also available for qualifying families, as well as the District-sponsored Parent Education Preschool on one elementary campus. The latter combines preschool for children with



parent education classes for the adults, a winning combination in preparing families for the K - 12 educational experience.

Elementary School Program (K - 5)

Elementary schools use a District-adopted curriculum for language arts, mathematics, social studies and science. Each site is assigned a music and science specialist in addition to their regular teaching staff. The district participates in class size reduction in grades 1 - 3, resulting in a class size or ratio of twenty to twenty three students to one teacher. Each school has extensive after-school activities that are either subcontracted or delivered through site or district programs. Elementary school sites continue to expand special education services. Current elementary sites serve between 400 and 715 students.

Middle Schools (6 - 8)

Each middle school reflects the community in which it is housed as it delivers the district-adopted curriculum. Programs such as Gifted and Talented, Intervention, and English Language Development are delivered within the school day with additional opportunities after school. All curriculum meets state standards; accelerated classes are available to qualifying students. Athletic offerings are plentiful, with fall, winter and spring sport opportunities available to both boys and girls. Multiple and single-subject credentialed teachers are utilized in grades six and seven, while primarily single-subject teachers instruct the core subjects at grade eight. Electives such as band, choir, art and technology are available as part of the regular school day. Middle school sites typically offer Resource Specialist and Special Day Class special education services. Typical middle schools will serve 1000 students at capacity.

High Schools (9 - 12)

The comprehensive high school and the alternative high school offer comprehensive and unique programs based on District need. The comprehensive high school offers a wide range of academic programs from intervention to accelerated and enrichment classes. These classes include intervention/support, special education, laboratory science, Honors, and Advanced Placement. Unique district programs such as automotive technology, farming, Computer Assisted Drawing, and ROP are typically offered at only one site with the opportunity for students from other sites to attend classes there. Athletics play a key role in the culture of the high school, with the inclusion of amenities such as stadium, track, fields, tennis and weight training facilities. The arts are supported by a theater, ceramics program, band, choir and art classes. The Regional Occupational Program has a strong partnership with the District that extends student offerings. High schools will typically serve 1,500 - 2,000 students at capacity.

Special Programs

The District offers many specialized programs to its students and families. Programs for High Achieving (HA) and Gifted and Talented (GATE) students are available at the elementary



school level through cluster groupings of students within regular classrooms and through the magnet program, the Elementary Academy, at First Street School. Teachers of these classes have gone through extensive GATE training to meet the learning needs of these identified students. At the middle school level, the Performing Arts Academy offers a three-year program, providing GATE and HA students a school-within-a-school experience as they are grouped together for their entire middle school core academic experience. Also available at the middle school level are Honors and accelerated classes, for students desiring a more traditional yet challenging middle school experience. At the high school level, Honors and Advanced Placement classes are available to qualifying students, offering an advanced program of study while addressing required California Standards.

Support programs for students with academic needs are available through a variety of intervention, support, English Language Development ("ELD") and special education programs and classes at all grade levels.

Enrichment programs such as Science Olympiad, Odyssey of the Mind, Academic Talent Search, Mock Trial, and the Academic Decathlon are available to students at a variety of levels.

Current Facilities

All schools in the District currently operate at the board adopted grade configurations of K-5, 6-8 and 9-12. There are a number of special programs that are housed on specific sites. For example, a free, District-sponsored after school program is offered at several campuses through the C.A.R.E. (Combining Academics, Recreation and Enrichment) program. Also offered at multiple locations are the STAR program and Springboard, private, fee-based non-profit programs. Four different types of pre-school programs are offered at various elementary campuses (State Preschool, HeadStart, Parent Education Preschool, and STAR).



Following are brief descriptions of the District's existing schools:

CARLIN C. COPPIN ELEMENTARY SCHOOL



Carlin C. Coppin Elementary School is located at 150 East 12th Street. This kindergarten through fifth grade elementary school opened its doors in the 1970's and is situated on an 11.64 acre site. The site is improved with 49,689 sq. ft. of permanent pods and portable buildings made up of administrative offices, staff room, library/media center, multi-purpose building, and 29 classrooms. The school was built during the era of open

classrooms where several teachers would work together in an open-space setting. This idea came and went. Walls have been built in the open spaces to generate classrooms. However, these classrooms are in the 800 sq. ft. range, not the typical 960 sq. ft. of California elementary schools. These smaller classrooms work well for class size reduction (typically 20), but are inadequate for grades 4 and 5.

The remainder of the site is comprised of large field areas, driveways, walkways and a large paved play area. It has paved parking for 53 vehicles, including 5 handicapped. The site is large for an elementary school and will need to be expanded to accommodate students from the surrounding new development area. Currently, the District and the City of Lincoln are in discussions regarding approximately three acres proposed to be donated to the site, most of which would be used to improve and increase parking, parent drop-off and circulation. Carlin C. Coppin Elementary School is the proud home of the Dragons.

CREEKSIDE OAKS ELEMENTARY SCHOOL



Creekside Oaks Elementary School is located at 2030 First Street. This kindergarten through fifth grade elementary school is situated on a 15 acre site. This school opened its doors in 1994. The site is improved with 47,630 sq. ft. of portable buildings made up of administrative offices, staff

room, library/support services, and 32 classrooms. The remainder of the site has limited playfields, extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 54 vehicles, including 2 handicapped in the parking lot.

The current campus utilizes a triple-wide portable as a multipurpose building. The construction of a new multipurpose building on campus would allow the school more appropriate and



adequate space for lunchtime, indoor recess and assembly activities. Creekside Oaks Elementary School is the proud home of the Red Tailed Hawks.

FIRST STREET SCHOOL



First Street School is located at 1400 First Street. This kindergarten through fifth grade elementary school is situated on a 4.46 acre site. The school opened its doors in September 2000. The site is improved with 36,960 sq. ft. of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building, two restroom buildings, and 27 classrooms. The remainder of the site has extensive hardscape of parking,

driveways, walkways and a large paved play area. It has paved parking for 51 vehicles, including 2 handicapped. There are no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent middle school. First Street Elementary School is the proud home of the Road Runners.

FOSKETT RANCH ELEMENTARY SCHOOL



Foscett Ranch Elementary School is located at 1561 Joiner Parkway. This kindergarten through fifth grade elementary school is situated on a 16 acre site. This school opened its doors in August 2005. The site is improved with 57,114 sq. ft. of permanent buildings made up of administrative offices,

library/support services, multi-purpose building, three classroom clusters (29 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 93 vehicles, including 5 handicapped. There are no open grassy play fields at this site. A large portion of the property is designated as a soccer field and a half to be shared with the City of Lincoln regional park to the east. Foscett Ranch Elementary School is the proud home of the Falcons.



LINCOLN CROSSING ELEMENTARY SCHOOL



Lincoln Crossing Elementary School is located at 635 Groveland Lane. This kindergarten through fifth grade elementary school is situated on an 11 acre site. The school opened its doors in August 2007. The site is improved with 56,649 sq. ft. of permanent buildings made up of administrative offices, staff

room, library/support services, multi-purpose building, media room, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 44 vehicles, including 2 handicapped. There are open grassy play fields at this site, as well as access to the fields of the immediately adjacent Lincoln City Public Park. Lincoln Crossing Elementary School is the proud home of the Colts.

SHERIDAN ELEMENTARY SCHOOL



Sheridan Elementary School is located at 4730 H Street, in the town of Sheridan. This kindergarten through fifth grade elementary school is situated on a 5.2 acre site and has quite a history. The school opened its doors originally in 1864 in a location roughly $\frac{1}{4}$ mile from the existing school and was called Norwood School. The building burned down in 1868 and was subsequently rebuilt. In 1877 it was

moved to its current location. In 1880 the school became known as Sheridan. New buildings were constructed in 1927; however most buildings on the site are of the 1950's vintage. The site is improved with 17,717 sq. ft. of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building and 11 classrooms. The site has a large paved play area as well as a large grassy field that is fenced in with the school campus. Sheridan Elementary School is the proud home of the Eagles.



TWELVE BRIDGES ELEMENTARY SCHOOL



Twelve Bridges Elementary School is located at 2450 Eastridge Drive. This kindergarten through fifth grade elementary school is situated on an 11.10 acre site. The school opened its doors in August 2004. The site is improved with 59,418 sq. ft. of permanent buildings made up of administrative offices, library/support services, multi-

purpose building, three classroom clusters (30 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 63 vehicles, including 5 handicapped. There are no open grassy play fields on the site. However, access is available to the fields of the immediately adjacent 4.8 acre city park, which has a 635 sq. ft. concession/restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Elementary School is the proud home of the Tigers.

GLEN EDWARDS MIDDLE SCHOOL



Glen Edwards Middle School is located at 204 L Street. This school was designed and built originally as an elementary school. Currently and for many years Glen Edwards has operated as a middle school serving sixth through eighth grade students. It is situated on a 10 acre site. The original school, a K-4 elementary opened

its doors in the 1959. The site is improved with 66,190 sq. ft. of permanent and portable buildings made up of administrative offices, staff room, library/support services, and 27 classrooms. The site is lacking a gymnasium, which is a vital component for middle school curriculum. The school uses off-site facilities to accommodate indoor physical education programs. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 102 vehicles, including 5 handicapped. There is also an open grassy play field fenced in at this site. Glen Edwards Middle School is the proud home of the Panthers.



TWELVE BRIDGES MIDDLE SCHOOL



Twelve Bridges Middle School is located at 770 Westview Drive. This sixth through eighth grade school is situated on an 18 acre site. The school opened its doors in August 2006. The site is improved with 95,430 sq. ft. of permanent buildings made up of administrative offices, library/support services, multi-purpose building, gymnasium, 33 teaching stations and a central plant. The remainder of the

site has extensive hardscape of parking, driveways, walkways, and hard-court area. It has paved parking for 110 vehicles, including 8 handicapped. The site has a full track and field area and is immediately adjacent to the city's 4.8 acre park, which has a 635 sq. ft. concession/restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Middle School is the proud home of the Titans.

LINCOLN HIGH SCHOOL



Lincoln High School is located at 790 J Street. Prior to its location at 790 J Street, the school was located adjacent to the tennis courts between 5th and 6th Streets. This ninth through twelfth grade High School is situated on a 43.6 acre site. The school opened its doors at its current site during the 1950-1951 school year. The site is improved with 143,881 sq. ft. of permanent and portable buildings made up of administrative offices, library/media center, performing arts building, two gymnasiums, and 60 classrooms. The remainder of the site has extensive

hardscape of parking, driveways, and walkways. It has paved parking for 534 vehicles, including 17 handicapped. There is a stadium with high-end artificial turf, bleachers, concession stand, media box and an additional parking lot. There are open grassy courtyards and play fields at this site. Lincoln High School is the proud home of the Fighting Zebras.

PHOENIX HIGH SCHOOL



Phoenix High School is located at 870 J Street. This continuation high school is situated on a 1.5 acre site. The school opened its doors in 1979. The site is improved with 13,751 sq. ft. of portable buildings made up of administrative offices, staff room, and seven classrooms. The remainder of the site has

extensive hardscape of parking, driveways, walkways and a large paved play area. There is no multipurpose room and no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent Lincoln High School. Phoenix Continuation High School is the proud home of the Phoenix.

Other Assets

The District owns and operates a 415-acre ranch property which is the largest school farm in California. The District also partners with the Western Placer Education Foundation on a 179-acre property containing archeological and environmental sites well suited for a comprehensive outdoor learning program.

The District has also worked successfully with Sierra Joint Community College District and the City of Lincoln to build the Twelve Bridges Library on what is known as the Twelve Bridges Campus. The Library, completed in 2007, was designed to meet the needs of the community, schools and the future residents of Lincoln. The 38,000 square foot facility houses collections for children, students, parents, seniors, researchers and casual readers. It includes over one hundred computer terminals to provide patron access to multiple information sources on the digital highway. A high school is also planned for the campus to meet the educational needs of students in grades 9-12.

Portables (Relocatables or Modulares)

As new programs demanded more and more space, and enrollments in existing attendance areas increased, accommodations were made at existing schools through the conversion of classrooms to support ancillary programs; and the addition of portables, or relocatable classrooms to house students.

Portables are an important facility component for most districts throughout California. In 2010, approximately 38% of the District's total classroom inventory is portables and/or modulares. The District has no set standard relative to the ratio of portables to permanent classrooms at existing campuses, or replacing District-owned portables at existing schools, beyond recognition and

implementation of the State allowable deduction as it relates to calculating capacity. However, the age of most these buildings will dictate a need to address this issue in the future.

In nearly all cases, portables were added to schools to provide interim housing until a new school could be built, or to accommodate class size reduction. Class size reduction portables did not increase the capacity of the school; however, portables to reduce overcrowding have, because so many "interim" rooms have, over time, become "permanent" rooms. Unfortunately, during the aggressive school construction period of the early 2000's, the school design did not allow for the placement of additional classrooms (whether portable, modular or permanent) at all but one campus. This was a local decision at the time but has caused overcrowding issues at new campuses and increased the need for "interim" housing at older campuses with available space. This leads to overtaxing of the other campus facilities (office, multipurpose, restrooms, parking, etc.) which were not designed to support higher enrollment, or new support programs which inherently require space.

None of the District's last four schools were originally built with any portable classrooms, nor was there space in the plan for future classrooms except at Foskett Ranch. Five portables were added to Twelve Bridges Elementary due to the rapid increase in enrollment. However, these portables were placed in an area that was not designed to accommodate portable classrooms and thus should be moved off the campus. The premise was that when the enrollment declined at that school the buildings could be moved to a growing campus. In the Twelve Bridges area, that decline in enrollment has not happened nor is it expected to any time in the near future.

Because the District is projected to continue growing for an indeterminate amount of time, there will always be a need to house students in temporary facilities at existing school sites until new schools can be built. This is best accomplished in portables which can actually be moved from one campus to another when they are no longer needed. These buildings should not be considered as part of the school's planning, or long-term capacity. The concept is that whenever a new school is opened, there will be excess portable capacity at the vacated sites until the portables are moved, or the next "wave" of new students arrive, pending completion of the next new school. This may not be accurate in the case of the District once growth picks up again as it is anticipated that new schools will be opening one right after another. Future schools *will be* designed to house portables which will handle peak enrollment periods while allowing continuous enrollment to be housed in mostly permanent facilities.

Portables are also a means to an end when planning for modernization at existing campuses. They can be used to "temporarily" house students during the renovation process. In most cases this allows for minimal disruption during times of construction.

Implementation of the School Facilities Master Plan 2002-2010

In late 2002, the date of the last adopted complete Master Plan, the District's enrollment was 3,614. There are now 6,447 students (excluding Adult Education and Preschool), which is an increase of 2,833 students or over 78% growth in just eight years. Although the current rate of



growth has declined significantly, enrollment is expected to increase steadily beginning in 2014 and continue with larger increases starting around 2018.

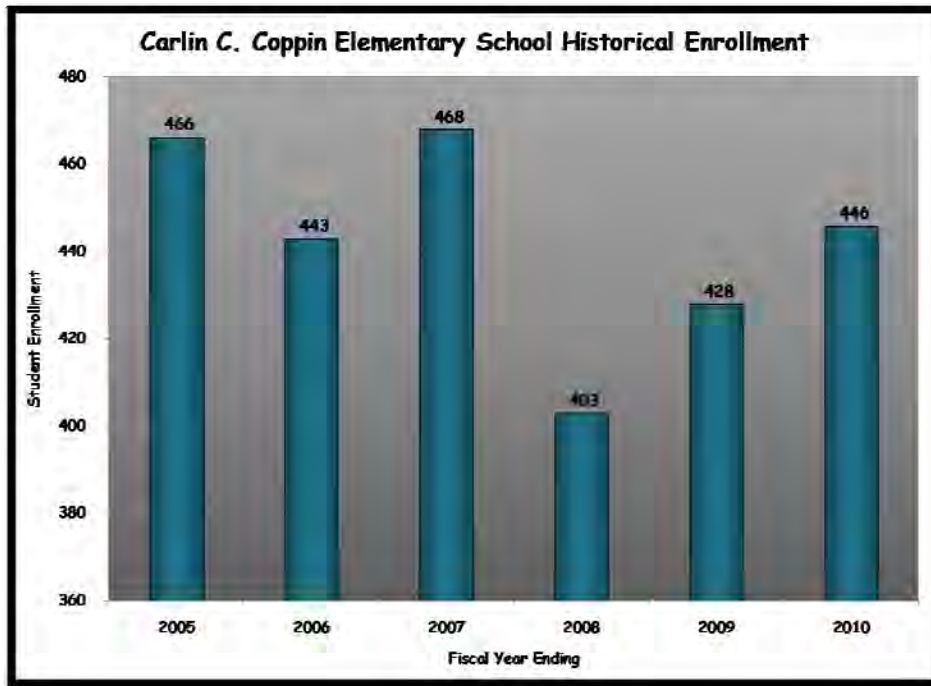
In response to the rapid growth in the District in the early 2000's plans were implemented to construct schools to meet the growth in enrollment. The District's first new school in many years, Twelve Bridges Elementary, opened in 2004. Two additional elementary schools and one middle school have since opened. Recent additions to Lincoln High School and Foskett Ranch Elementary have added two science classrooms, three general education classrooms and two special education classrooms. Lincoln High School also completed a modernization project, started during the summer of 2009 and included updating two student restrooms facilities, extensive fire department upgrades and a complete replacement of the fire alarm system campus wide. Financing for these projects was through tax revenue from two Community Facilities Districts, Level II Developer Fees and State funds.

Historical Enrollment

Annual enrollment data obtained from the California Basic Educational Data System ("CBEDS"), now referred to as "CALPADS", provides a clear picture of the impact that new home construction has had on the District. *Charts 2-12*, below summarize the historical enrollment at each school site. Detailed enrollment by grade level for each site is included as *Appendix A*.

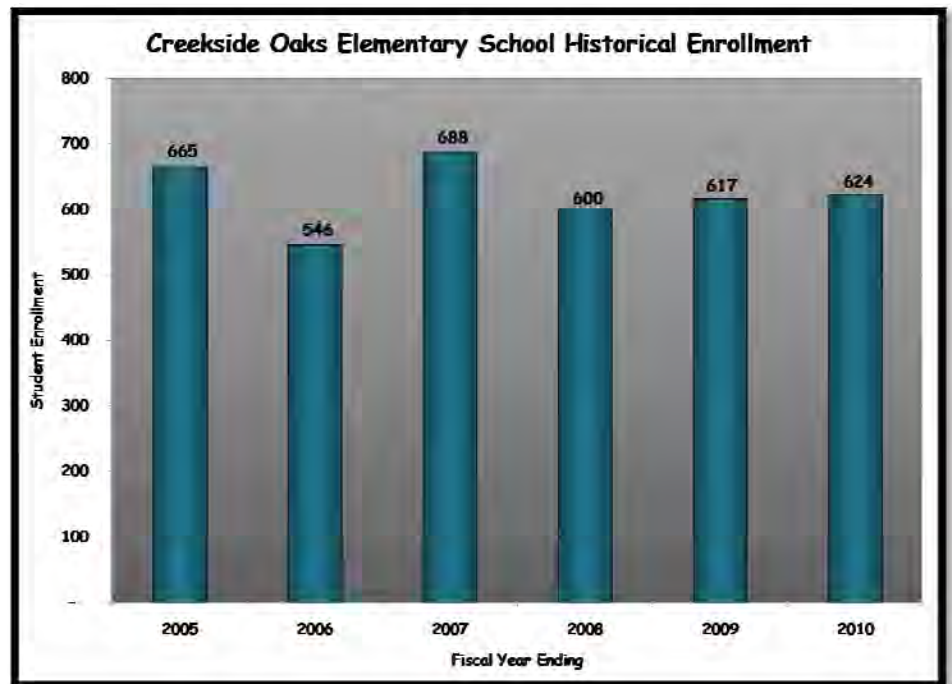


CHART 2:



As shown in *Chart 2*, Carlin C. Coppin Elementary School's enrollment peaked at 468 students in 2006-07. It then decreased in 2008 when Lincoln Crossing Elementary opened but has consistently increased over the past 3 years.

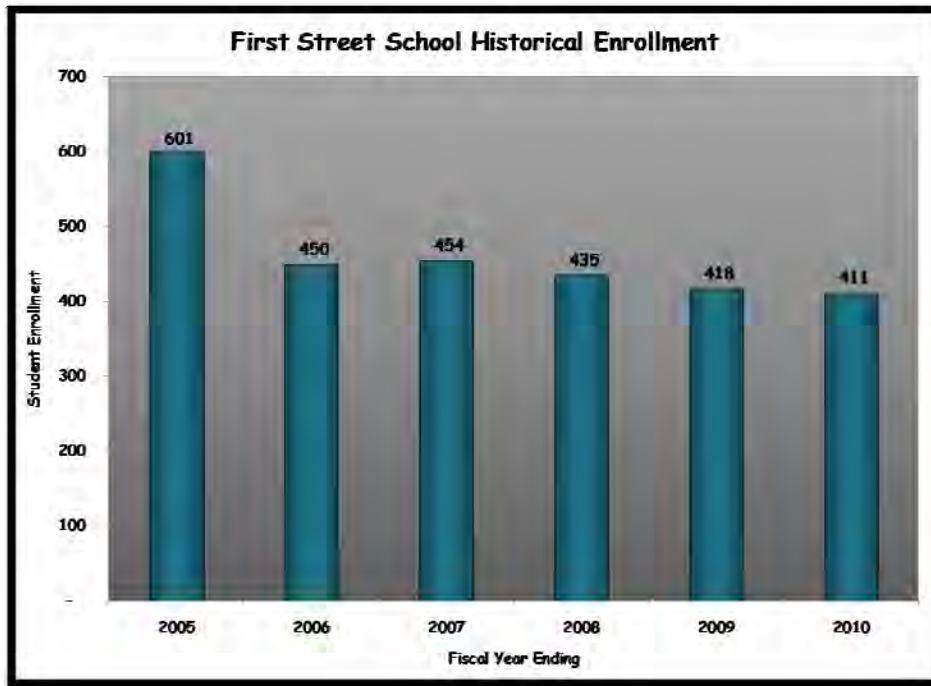
CHART 3:



As shown in *Chart 3*, Creekside Oaks Elementary School's enrollment peaked at 688 students in 2006-07. It then decreased in 2008 when Lincoln Crossing Elementary opened and has slightly increased over the past 3 years.

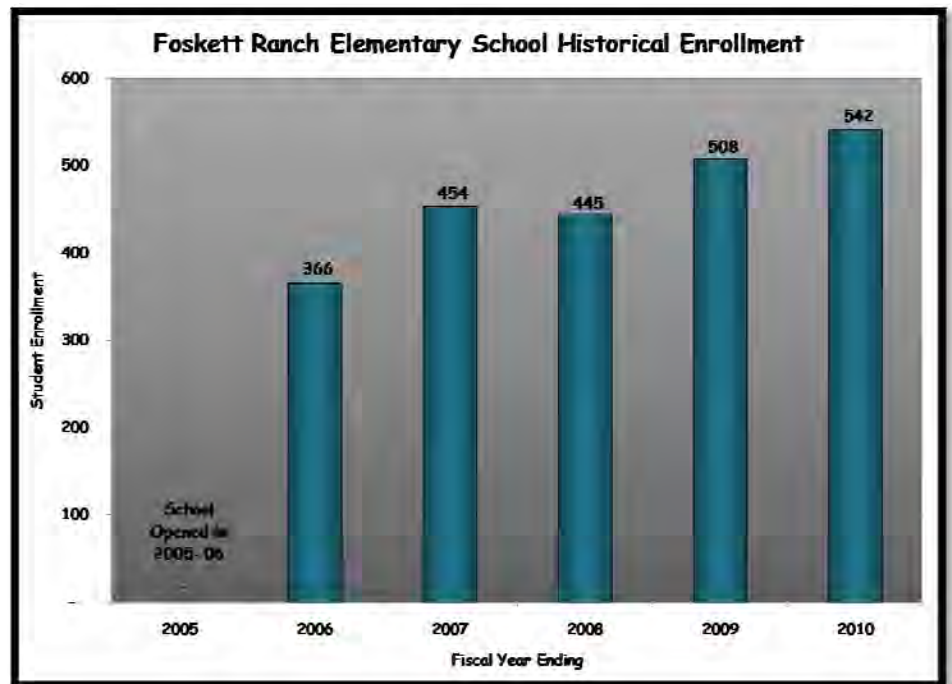


CHART 4:



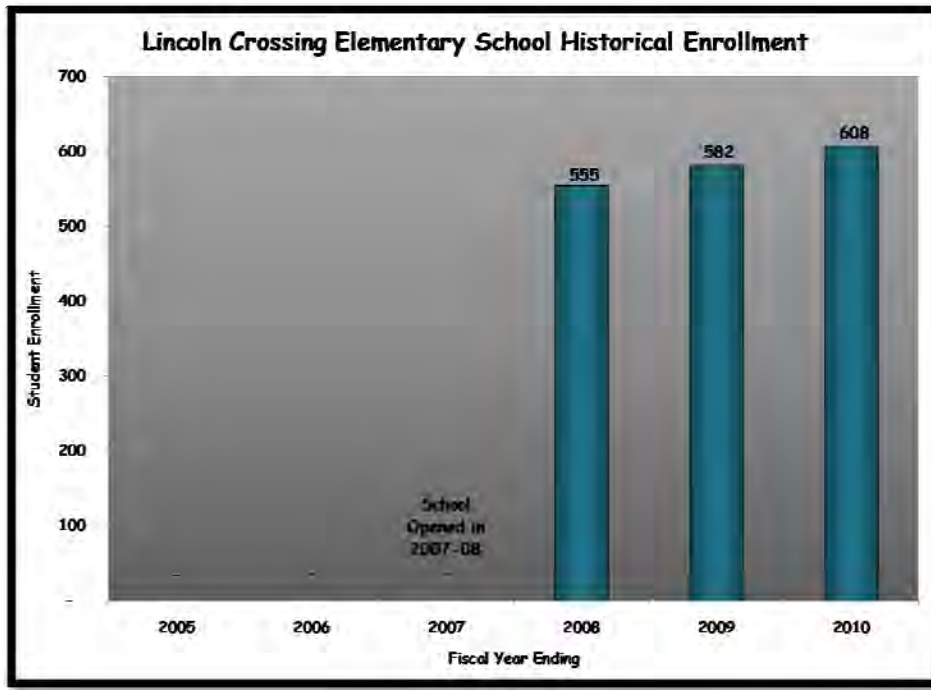
As shown in *Chart 4*, First Street School's enrollment peaked at 601 students in 2004-05. It then decreased in 2005-06 when Fosskett Ranch Elementary opened.

CHART 5:



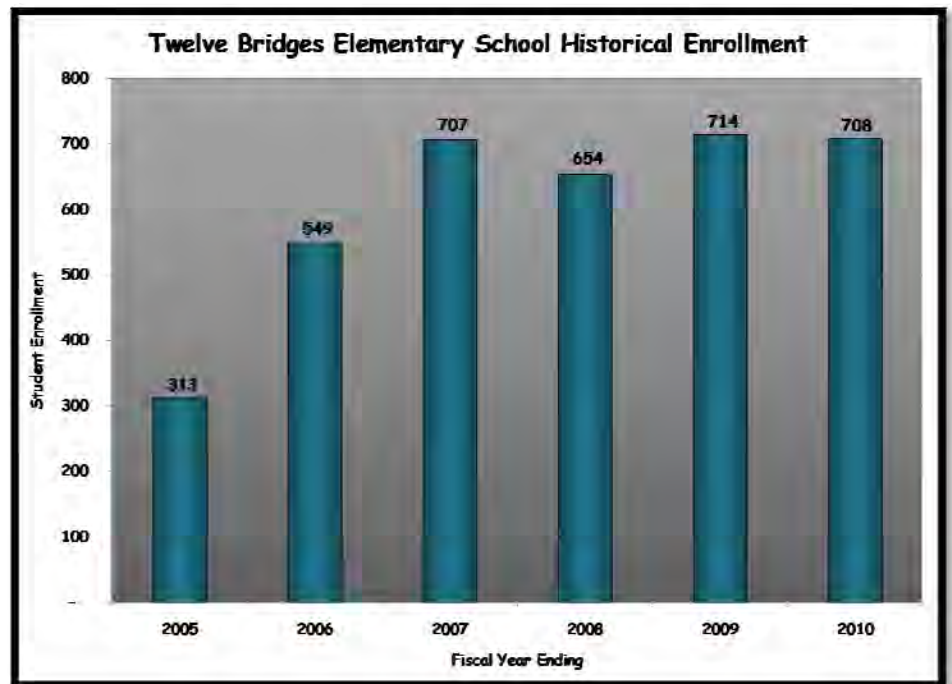
As shown in *Chart 5*, when Fosskett Ranch Elementary opened in 2005-06, student enrollment was 366 students. It has increased since that time and peaked at 542 students in 2009-10.

CHART 6:



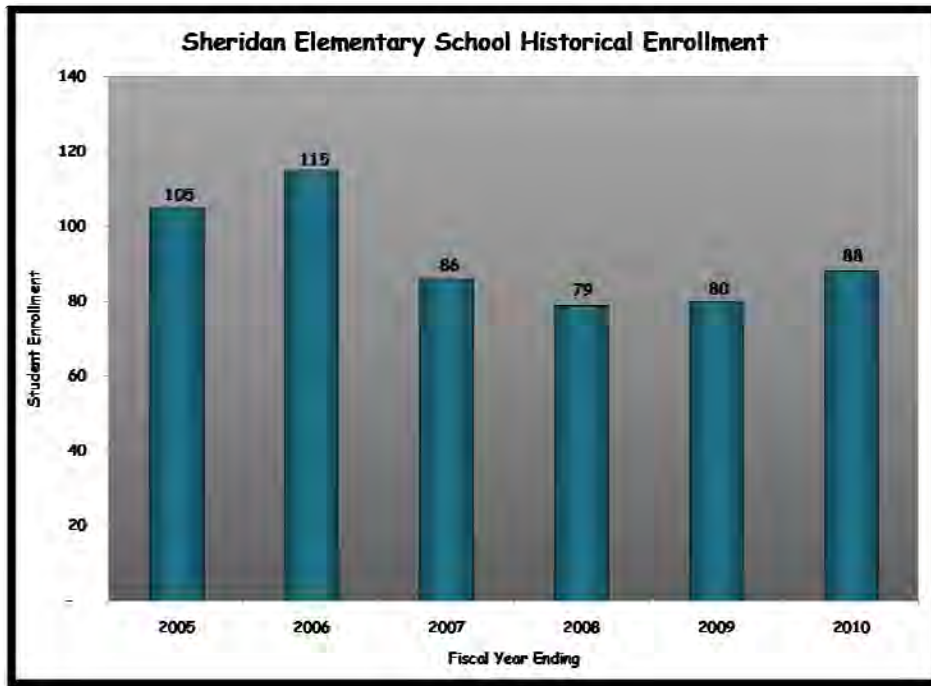
As shown in *Chart 6*, when Lincoln Crossing Elementary opened in 2007-08, student enrollment was 555 students. It has increased since that time and peaked at 608 in 2009-10.

CHART 7:



As shown in *Chart 7*, Twelve Bridges Elementary originally opened with a student enrollment of 313. Enrollment increased since that time and the School's enrollment peaked at 714 students in 2008-09.

CHART 8:



As shown in *Chart 8*, Sheridan's enrollment peaked at 115 students in 2005-06. The drop in enrollment can be attributed to middle school students attending other middle schools within the District. In 2006-07, the school became a K-5 elementary school.

CHART 9:

As shown in *Chart 9*, Glen Edwards Middle School's enrollment peaked at 1,108 students in 2005-06. It then decreased in 2006-07 when Twelve Bridges Middle School opened and has slightly decreased over the past 3 years.

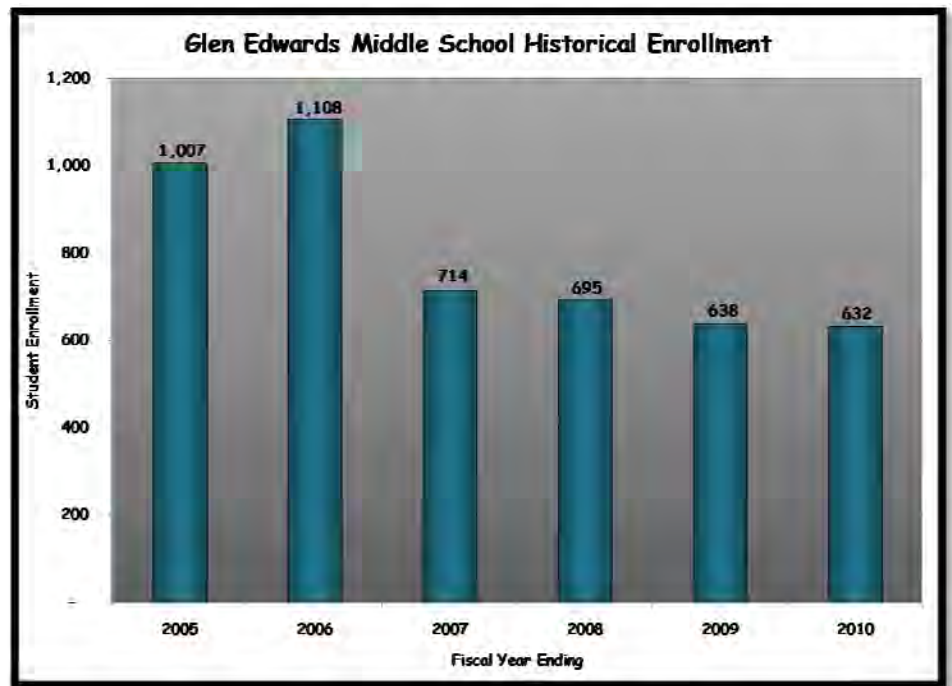
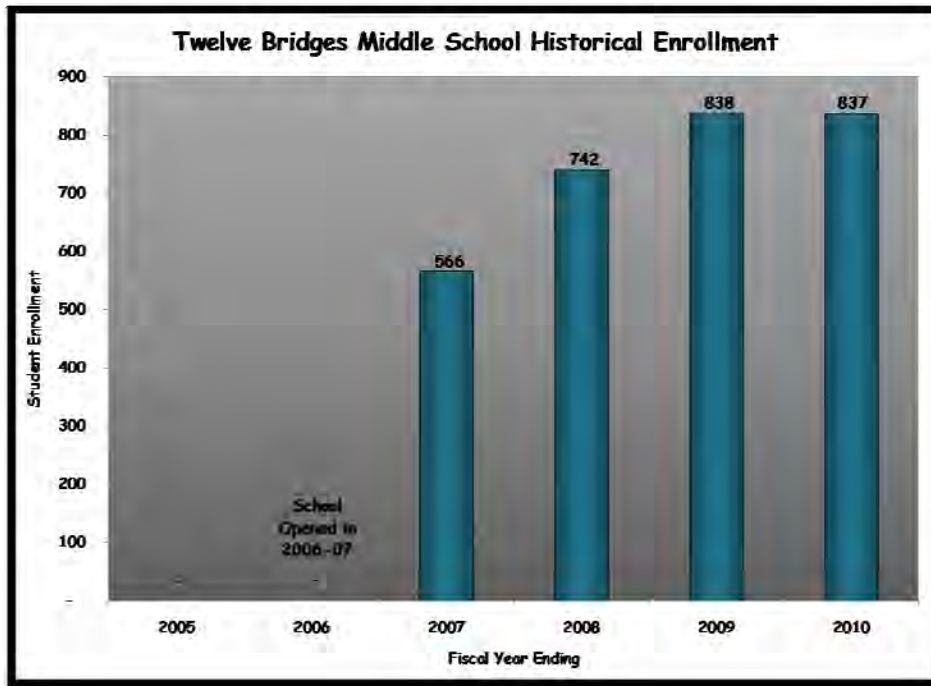
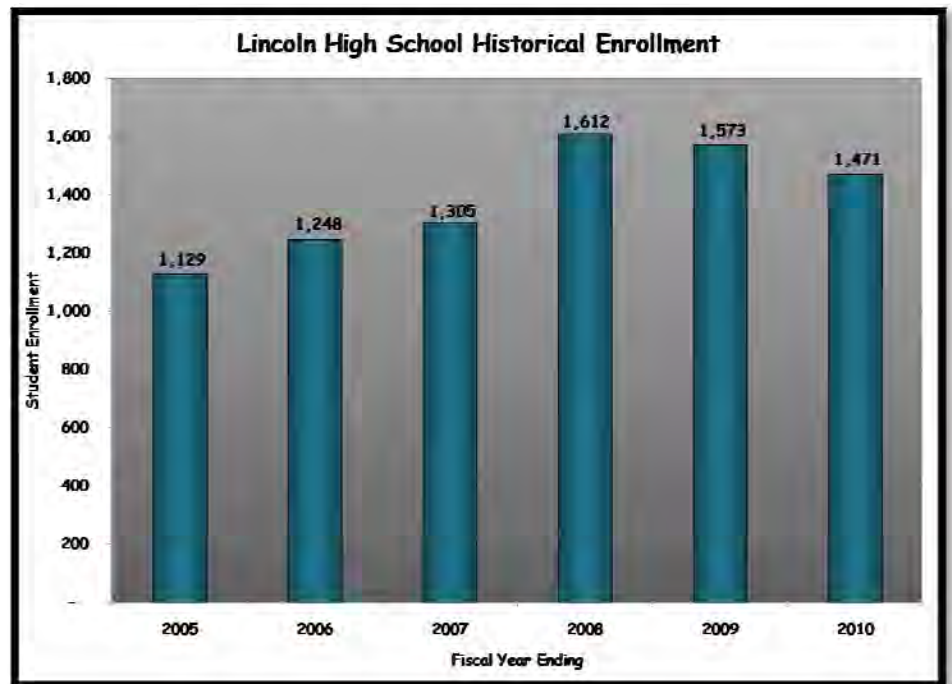


CHART 10:



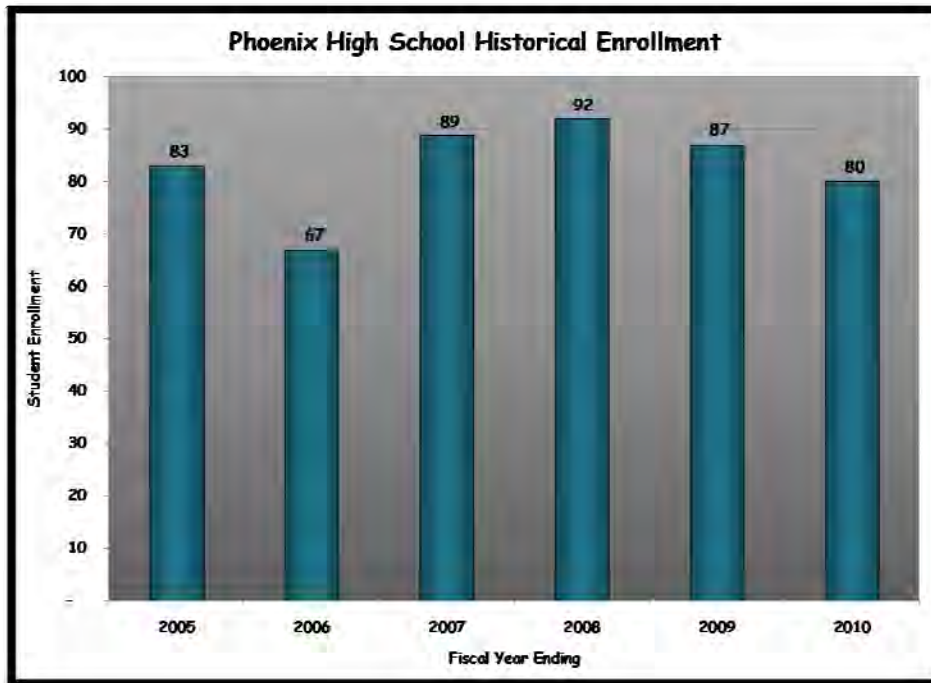
As shown in *Chart 10*, when Twelve Bridges Middle School opened in 2006-07, student enrollment was 566 students. It has increased since that time and peaked at 838 in 2008-09.

CHART 11:



As shown in *Chart 11*, Lincoln High School's enrollment rapidly grew between 2004-05 and 2007-08. Enrollment peaked at 1,612 students in 2007-08 and has slightly decreased over the past 2 years.

CHART 12:



As shown in *Chart 12*, Phoenix High's enrollment peaked at 92 students in 2007-08. It has remained at between 80 and 90 students since that time.

Enrollment throughout the District has not been equal among grade levels. Grades K-5 have grown at a much faster rate than middle and high school age students. The Lincoln community is attracting more families with young children, a trend that has been prevalent for the last six years.

The District acknowledges that the recent increases in student enrollment are the result of the dramatic growth in new home construction. During the four year period from 2003-04 to 2006-07, the District experienced enrollment increases averaging over 11% per year. The District also recognizes that the recent slow-down in construction and the inability of developers and home builders to maintain such pace has altered enrollment trends.

COMMUNITY DESCRIPTION

City of Lincoln

The City of Lincoln is one of Northern California's best kept secrets. It is the northernmost of the South Placer County Communities. It lies between Interstate 80 and Marysville along State Highway 65, in the California foothill region. Lincoln is a quiet, friendly place to live and work. Lincoln is approximately 10 miles from Roseville and Rocklin and is about 25 miles from downtown Sacramento, an easy 30-40 minute commute.

It was Theodore D. Judah who first envisioned a new town upon this land. Judah, a young railroad engineer, surveyed the area for the Sacramento Valley Railroad and held title to the site of the planned railhead. But when funding problems temporarily halted track construction, Judah sold his property to the railroad's president. Within weeks of his purchase, Charles Lincoln Wilson had mapped out a town site. On November 23, 1859, Wilson sold 46 lots at auction. These new landowners would lay the foundations for the City of Lincoln. Later came the manufacturing of clay products and building materials, which remains a vital means of employment today.

The land also drew J. Parker Whitney to the area. The owner of Spring Valley Ranch—the site of Lincoln's Twelve Bridges master planned community—became the richest man in Placer County during the nineteenth century. Whitney was a versatile rancher involved in everything from breeding horses to growing raisins, but he's best known for the wool produced by his flocks of Australian Merino sheep.

A great discovery came in 1875 when Chicago resident Charles Gladding was visiting in San Francisco and a newspaper story peaked his interest. The article told of a road crew encountering a large layer of clay in the Lincoln area. With 25 years in the pottery business, Gladding needed no other enticement to travel to Placer County.

Within months, Gladding, along with partners Peter McBean and George Chambers, invested \$12,000 to found Gladding, McBean & Co. For more than a century, the company would serve as the cornerstone of the community's economy. Today, Lincoln is a growing community with a diversifying economy. New residents and industries are choosing Lincoln for its location, lifestyle and attitudes. The community is committed to preserving the best of Lincoln, from historic 1890s-style architecture to unparalleled community spirit.

The incorporation of the City of Lincoln took place in 1890. It has a five member city council and a city manager. The City leadership recognizes the fact that Lincoln is rapidly changing and growing as its economy has diversified over the years. Agriculture has diminished in importance as a contributor to the local economy; however, in its place economic development opportunities associated with manufacturing and service industries have become the city's mainstay.



Lincoln is a city on the move. The people of Lincoln value its small town atmosphere, while encouraging careful, well-planned growth. Lincoln is one of the fastest growing cities in California. The population doubled from 2000 to 2004.

General Plan

A General Plan is a land use planning document created by a city or county and is developed to guide public decision-making. A General Plan's goals, objectives, and policies steer day-to-day decisions for a land use agency, such as a city or county. Decisions made by elected officials, advisory boards, and commissions should be consistent with the goals, objectives, and policies of the General Plan. Typically, a General Plan is reviewed and updated at intervals ranging from 10-15 years.

The Lincoln City Council and Planning Commission use the City's General Plan to guide discussion regarding the physical development of the City, land use changes, budget decisions, and zoning adjustments. Essentially, the General Plan is a policy document for the long-range comprehensive development of the City. It brings into focus the relationship between residents and their pursuits and institutions, offering policy statements which embody the expressed goals for present and future generations. As a policy document, the General Plan provides the legal basis for all subdivision, zoning, and related ordinances. It also provides the legal basis for the initiation and authorization for all public improvements and projects.

The Villages

The City of Lincoln recently approved its new 2050 General Plan. This General Plan will result in vast amounts of land from Placer County being incorporated into its sphere of influence. There are seven Villages and three Special Use Districts in the New Plan that surround the former city limits of Lincoln. These Villages represent, by far, the projected growth in enrollment in the District over the next 25-30 years. Planning for the projected students to come from the New General Plan is being done on a parallel track with the planning to house the students remaining from the Old General Plan area; approximately 2,600 students K-12.

Each of the Villages will house at least one school; one Village will house three schools. This is dependent upon the demographic projections for each Village and the desire to have students attend school in their neighborhood. As much as possible, school locations are determined in an effort to serve the same population as the students' progress through the grade levels.

The 2050 General Plan will necessitate the need for an additional nine elementary schools, three middle schools and two high schools. More detail on the schools needed to serve the seven villages is included in this report.

Financing for the schools in the Villages is a major concern for the District. In 2010 dollars, the estimate is roughly \$600 million for land acquisition and construction costs for these fourteen schools. There will be significant financial impacts on the District by adding the seven



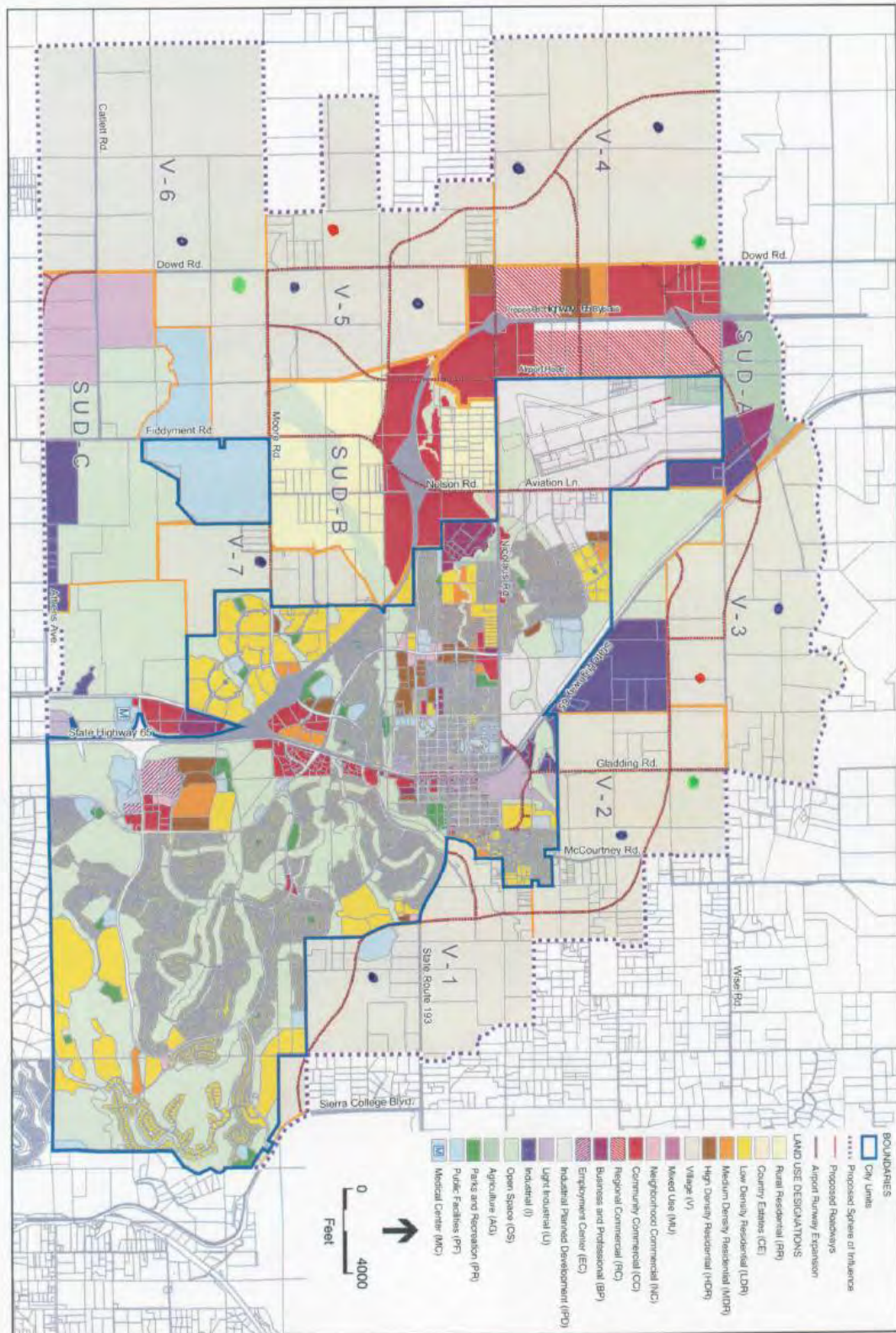
Villages to the current City General Plan. The District will continue to need strong support and guidance from the City in establishing the appropriate mitigation funding measures to provide the resources in order for schools to be constructed in a timely manner to meet the needs of the students, staff and community. Several different funding mechanisms will need to be considered in order for the District to be able to provide the facilities in the expected rapid growth environment. The District will continue to seek State School Facilities money whenever it is available to help pay for the costs of providing schools within the District's boundaries.

The present and future citizens of Lincoln will expect the schools to be in place as needed. It is very important that the City of Lincoln and the District continue to work together to make sure the schools are ready for the students. Clear messages need to be sent to the development community and builders that they will participate in the programs to help provide the necessary schools and parks in a timely manner. Unique strategies should be considered by the District, City and developers in an effort to accommodate the anticipated rapid growth.

Figure 1, on the following page, was taken from the City of Lincoln's 2050 General Plan and shows the approximate location of each needed school within the seven Villages. The red dots represent future high schools, the green dots represent future middle schools and the blue dots represent future elementary schools. The actual location of these schools will be decided as the Villages start their planning process and the District gets involved with each developer. The most active Villages as of 2010 are Village 7 to the west of Lincoln Crossing Elementary and Village 2 to the north of Carlin C. Coppin Elementary. Village 7 anticipates infrastructure to begin in 2012. Village 2 is still in initial stages of planning.



FIGURE 1:



STUDENT ENROLLMENT PROJECTIONS

When considering the future enrollment of a district, typically an enrollment projection is completed based on trends from historical enrollment and student generation rates. The theory being that a district's historical enrollment trends will carry into the future. This method for projecting enrollment simply will not reflect the enrollment trends for the District because future enrollment is not based on demographics of an existing/stable community, but rather, a rapidly growing development area with the number of future students directly resulting from the number of new homes to be constructed. Therefore, a different methodology for projecting enrollment will need to be utilized for the District.

Enrollment projections that are used for facilities planning purposes differ from those projections used for staffing. This is because when planning for facilities, the District must plan to accommodate students when enrollment is at its peak. Therefore, more aggressive assumptions are typically used to plan for the greatest number of students that the District can expect. Alternatively, when planning to hire staff, more conservative projections are typically used because it is not financially prudent to hire before the students actually arrive. Many school districts often run two sets of enrollment projections, one with aggressive assumptions used for facilities planning purposes and one with conservative assumptions used to determine the proper level of staffing.

Student Generation

A key component of the facilities planning process is the student generation factor. A student generation factor is the ratio of students produced per home within a new construction project. This serves as a tool for the District to use in the facilities planning process and will allow the District to predict the impact new development will have on the student population. This ultimately will facilitate decision making about the provision of facilities and resources throughout the District.

Table 1, below shows the District's historical student generation rates for single and multi-family units.

TABLE 1:

Historical Student Generation Rate			
	Number of	Number of	Student
	Units	Students	Generation
			Rate
Single Family	566	281	0.496
Multi-Family	27	16	0.593

Data provided by Ronald L. Feist, Ed.D. of Feist Consulting.

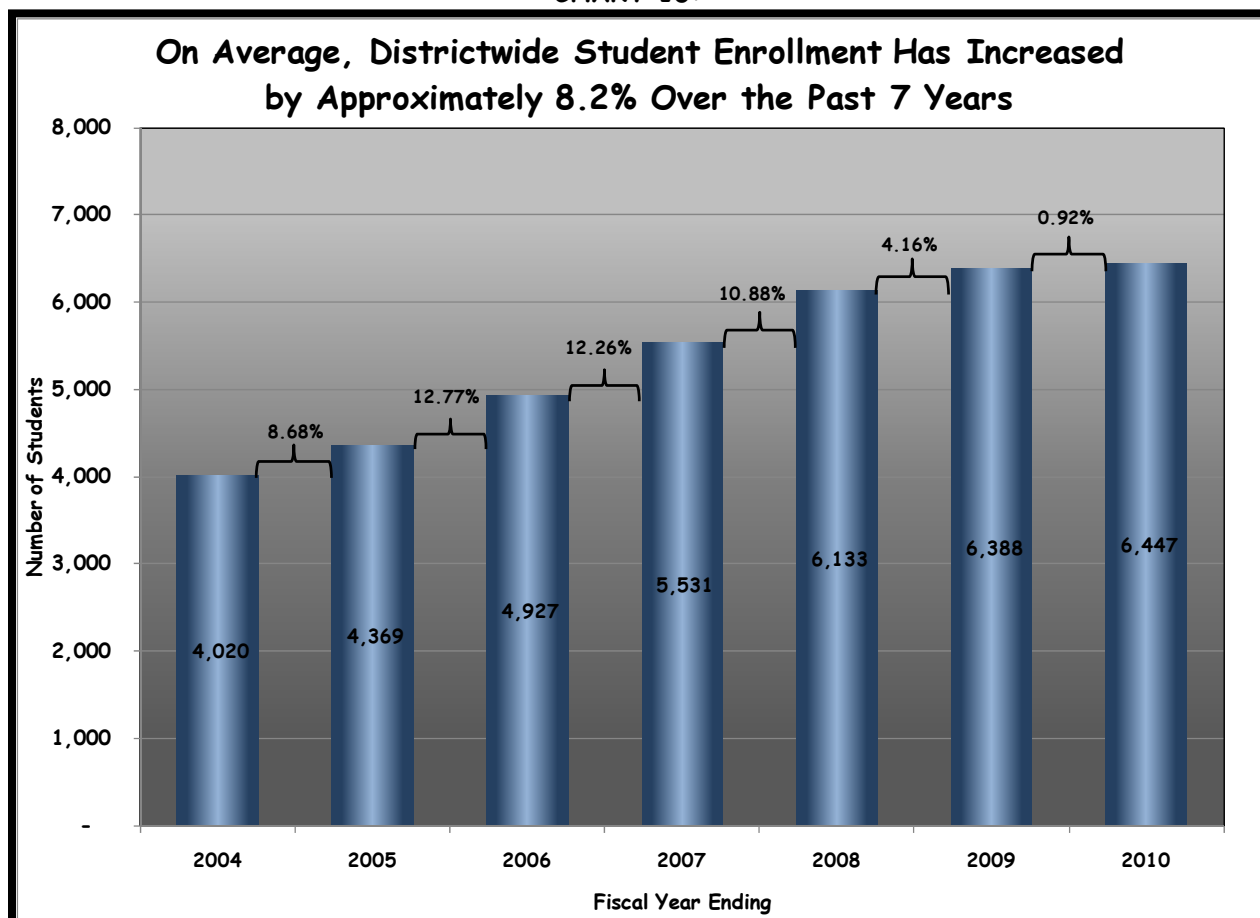


The District's student generation rate has historically been higher than it is at this time. The rate will change over time and will become higher as families move into the community, but will decline as those families age and children progress through the school age years.

Projected Enrollment - Original GP

The recession has slowed the growth of students significantly to only 0.9% this past year. It is estimated this slow growth will continue for at least one to two more years. **Chart 13** below, shows District enrollment since 2004, with an average annual growth rate of 8.2%.

CHART 13:



Data provided by Ronald L. Feist, Ed.D. of Feist Education Consulting Services.

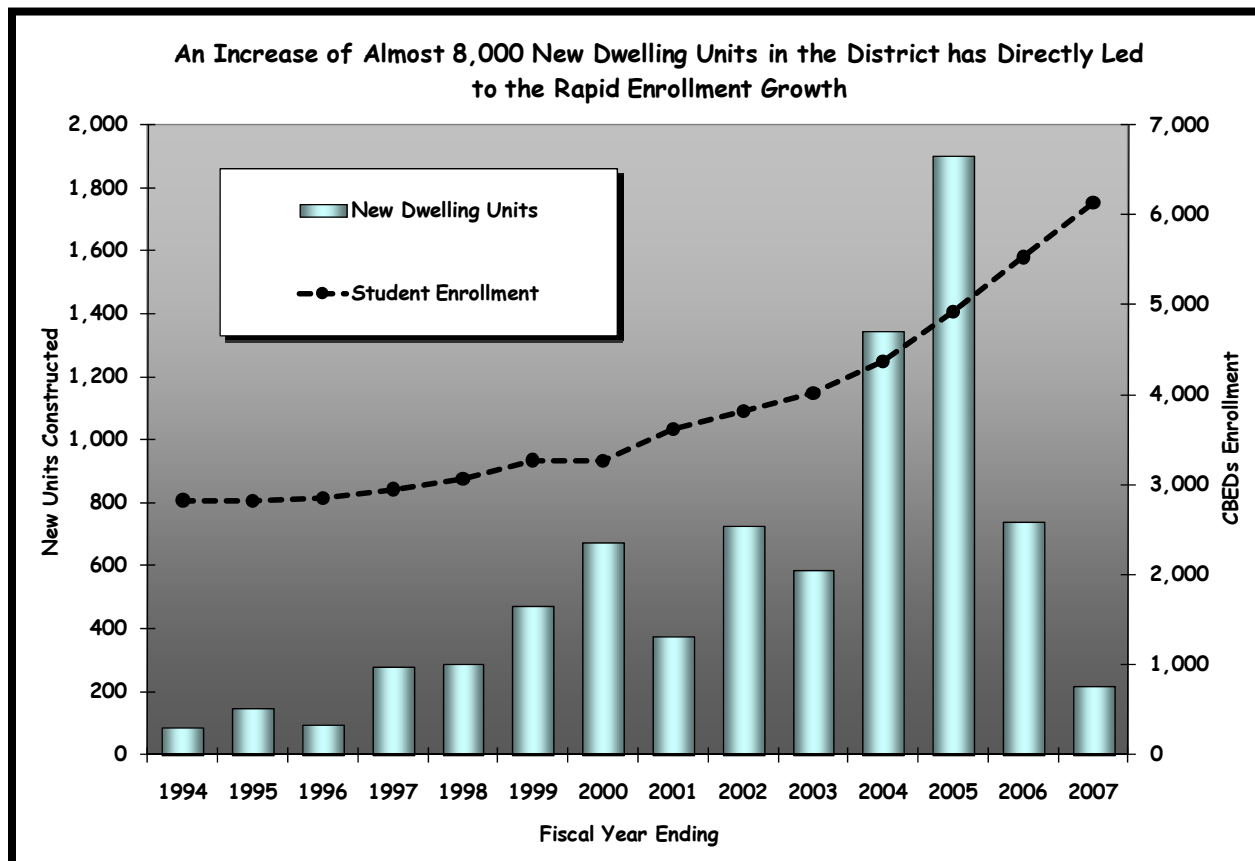
The forecast is 2012 will be the year that the District once again sees growth above 3%. The current growth consists mostly of students moving up through the grades within the District. Student growth is primarily at the elementary and middle grades. Limited growth is showing at the high school grades as some students are leaving the District in grades 9-12.

New development directly impacts the number of new students attending schools in the District. At build-out, approximately 2,600 new students are expected from new housing units



constructed under the City of Lincoln's Original General Plan. **Chart 14** shows the number of dwelling units built between 1994 and 2007, and how the new units contributed to the new students in the District.

CHART 14:



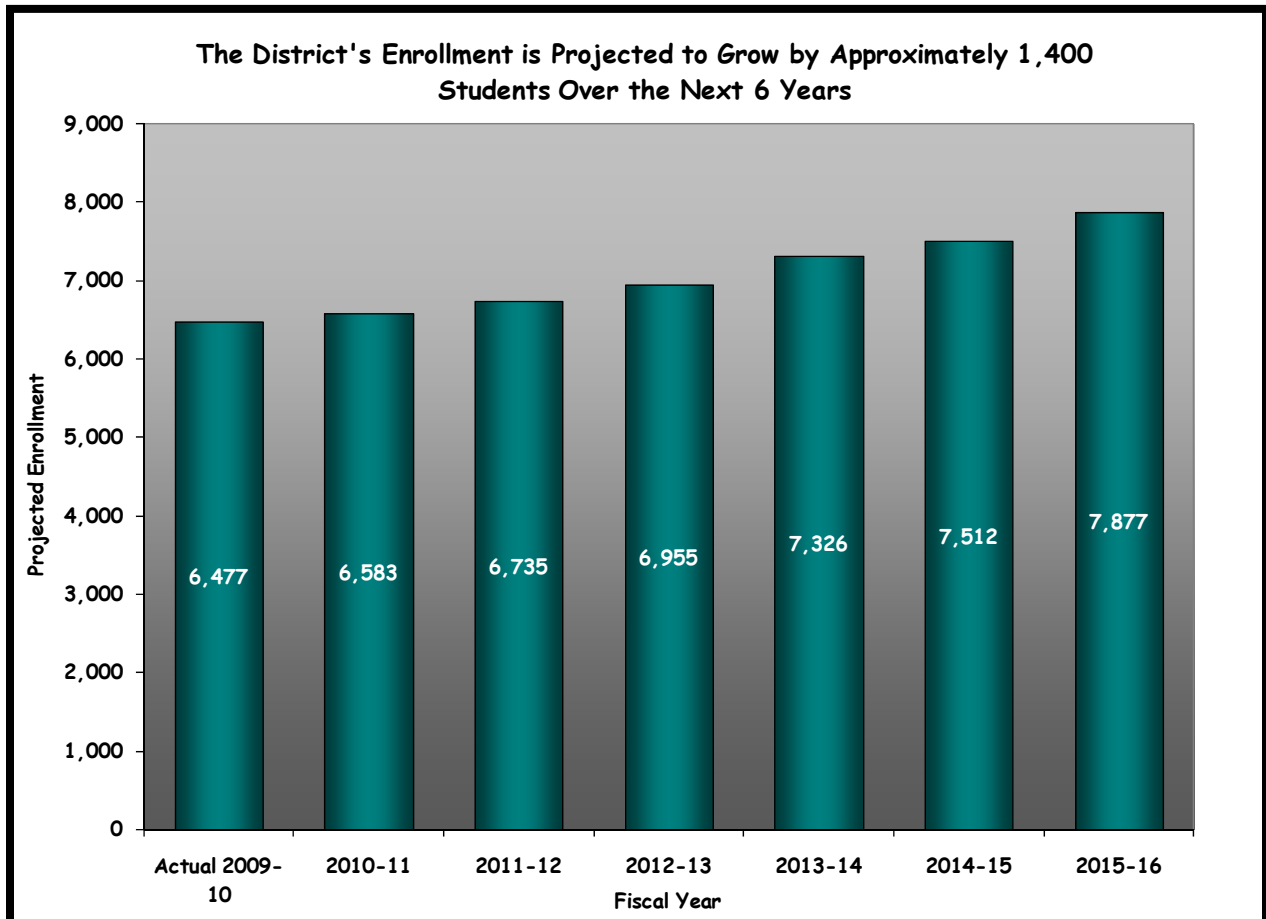
Data provided by Ronald L. Feist, Ed.D. of Feist Education Consulting Services.

After 2007, when the economy slowed, development also significantly slowed and the District's enrollment growth followed.

The foreclosure of houses and decrease in the number of students is a larger factor than permits being pulled at this point in the District's history. Based on an analysis of the recession and the slow growth experienced this past year, enrollment over the next six years is projected to increase at a relatively slow pace. **Chart 15** shows these near term enrollment projections.



CHART 15:



Data provided by Ronald L. Feist, Ed.D. of Feist Education Consulting Services.

The housing market and economy must be reviewed annually to help make enrollment projections for the future. This is the deepest recession in 80 years and is a difficult time to make enrollment projections because of a lack of history with an economy this unusual. However, in the summer of 2004, a study determined that there were 7,264 single family houses and 2,017 multi-family houses which could be built in Lincoln via the Original General Plan. Since this estimate was completed, approximately 4,347 single family units have been constructed and no multi-family units. Thus, an additional approximately 4,934 units are anticipated within the District from the Original General Plan.

As shown in **Table 2**, approximately **2,643** new students are expected within the District from the Original General Plan.



TABLE 2:

Projected Students from the Old Lincoln General Plan			
	Number of Units	Student Generation Rate	Anticipated Students
Single Family	2,917	0.496	1,448
Multi-Family	2,017	0.593	1,195
Total	4,934		2,643

The enrollment projections shown in *Chart 15* only account for a portion of the students to come from the Original General Plan. It is expected that full build-out will occur over the next ten years.

Projected Enrollment - The Villages

Table 3 summarizes the total number of projected units from the 2050 General Plan; specifically the seven Villages and SUD-A and SUD-B. Another development study area is also anticipated, called SUD-C, but will likely not generate any students due to its designation as commercial, retail, professional and possible light industrial. If this designation changes in the future the enrollment numbers will need to be revised.

TABLE 3:

Projected New Units from the Seven Villages Proposed in the City of Lincoln's New General Plan			
Village Number	Single Family Units	Multi-Family Units	Total Units
1. East	2,835	672	3,507
2. Northeast	3,474	400	3,874
3. North	4,057	784	4,841
4. Northwest	4,573	848	5,421
5. West	4,403	1,376	5,779
6. Southwest	3,819	1,264	5,083
7. South	1,746	1,152	2,898
SUD-A	307	1,592	1,899
SUD-B	429	-	429
Total	25,643	8,088	33,731

Data provided by Ronald L. Feist, Ed.D. of Feist Education Consulting Services.



Based on these anticipated units and the District's student generation rate, the District is anticipating an additional **15,091** students to come from these development areas. **Table 4** provides a summary of the anticipated new students to come from the City of Lincoln's New General Plan.

TABLE 4:

Total New Students Projected from the Villages Approved by the City of Lincoln New General Plan				
Village Number	K-5th Grade	6th-8th Grade	9th-12th Grade	Totals
1. East	770	385	449	1,604
2. Northeast	885	442	516	1,843
3. North	1,077	538	628	2,243
4. Northwest	1,209	605	705	2,519
5. West	1,242	621	724	2,587
6. Southwest	1,087	544	634	2,265
7. South	577	288	337	1,202
SUD-A	296	148	171	615
SUD-B	102	51	60	213
Total	7,245	3,622	4,224	15,091

Source: Ronald L. Feist, Ed.D. of Feist Education Consulting Services, January 2010 projections.

Total Additional Students at Build-Out

As shown in **Table 5**, below, build-out of all of current and anticipated development projects within the District will result in a total of approximately **24,000** students within the District.

TABLE 5:

Summary of Students Expected at Build-Out	
Current 2009-10 Enrollment	6,447
Projected Students from Old General Plan	2,643
Projected Students from the Villages & SUDs	15,091
Total	24,181

It is critical that the District monitor the new development projects carefully. As the projects move further through the approval process, the District should update this Master Plan to reflect the facilities required for the development projects and the associated costs.



An enrollment projection comparison study was completed in February 2010 by SchoolWorks in order to verify the District's prior demographic studies, specifically in the area included in the Original City of Lincoln General Plan. The results of the study are included as ***Appendix B***. This study further delineates capacities versus enrollment increases over the next six years.

The data in the SchoolWorks study was generated using an industry standard weighted Cohort trend analysis. The basic projections were created by studying the geographic areas for the District and each individual school. Once the trends for each area were analyzed, the base projections were modified using birthrate information to project future Kindergarten enrollment, new housing units and associated student generation rates, and inter-District transfers.

The comparative projections resulted in statistically similar projections for the Original City of Lincoln General Plan. This verified the data utilized by the District in this facilities plan.



EXISTING SCHOOL CAPACITY

School capacities for facility planning purposes are computed on the basis of every permanent classroom and District-owned portable (excluding spaces for computer labs and libraries) times a "loading factor." *Table 6*, below, shows current loading standards for the District:

TABLE 6:

Pupils per Room Factors	
Type of Room	Pupils/ Room
Kindergarten (am/pm)	50
Elementary Class Size Reduction	22
Elementary Non-Class Size Red.	31
Middle School	32
High School	32
Middle School Labs	32
High School Labs	25
Middle School Shops	32
High School Shops	24
Elementary Music	40
Middle School Music	50
High School Band	100
High School Choir	60
Physical Education	40
Continuation High	19
Severe Special Education	10
Non-Severe Special Education	16
Resource Specialist Program	28

It is also noted that districts within the Placer County Special Education Local Plan Area ("SELPA") are mandated to provide services from pre-school (age 3) to adult (age 22).

For facility planning purposes, it is assumed that every middle and high school classroom is used for full classes (32 per class, except special day classes) for all periods. This does not provide for classrooms to be used for teacher prep period. On the other hand, physical education facilities (gyms, hard courts, etc.) are not counted in the capacity calculations but they are teaching stations on a school master schedule. Resource Specialist Program ("RSP") and other "special" classes are considered to be like any other class at the secondary level, for capacity purposes. At the elementary level other space must be made available, depending upon the delivery method (consult vs. pullout).



At any given time during a school year, the "actual operating capacity" of a school will vary depending upon factors such as the number of students in a class (especially with Advanced Placement classes in high school), the lack of space elsewhere on campus for programs such as RSP, band, speech therapist and psychologist; or the number of Special Day Classes ("SDC"), vs. regular classes, to name a few.

The capacity of existing schools is defined in large part by the existing facility constraints or opportunities, as well as the number of portables that have been added to increase classroom capacity. All schools are originally built with a defined program and set capacity in mind. Older schools in Lincoln were built for smaller capacities based on the local population at the time. Over the years, several permanent buildings and numerous portables have been added as necessary to keep up with growth. The older schools typically have little or non-existent office and support space because most of the current services did not exist at the time. Some schools lack multipurpose buildings and/or gymnasiums; there were no computer labs, few libraries, no preschools programs; and no SDC classes.

District Goal #3 addresses the learning environments of all District schools. New schools are designed to meet current program needs and to serve the design capacity of the facility. However, many of the District's older schools require varying degrees of improvement or modification to assure that they can respond to the District's programs in an equitable way. Identification of these improvements and aligning all facility components with existing and planned capacities is an ongoing necessity to assure that the objectives of District Goal #3 are met. This is also the main reason behind the formation of the Facility Needs Committee. The results of their work reflect this goal and are included in the document attached as *Appendix C*.

The projection of student growth over the next six years compared to current capacities of the eleven schools in the District is a prime tool in determining the need for additional school facilities. *Charts 16-19* show the timing of when the anticipated number of students will exceed the capacity of current facilities at the elementary, middle and high school levels.

CHART 16:

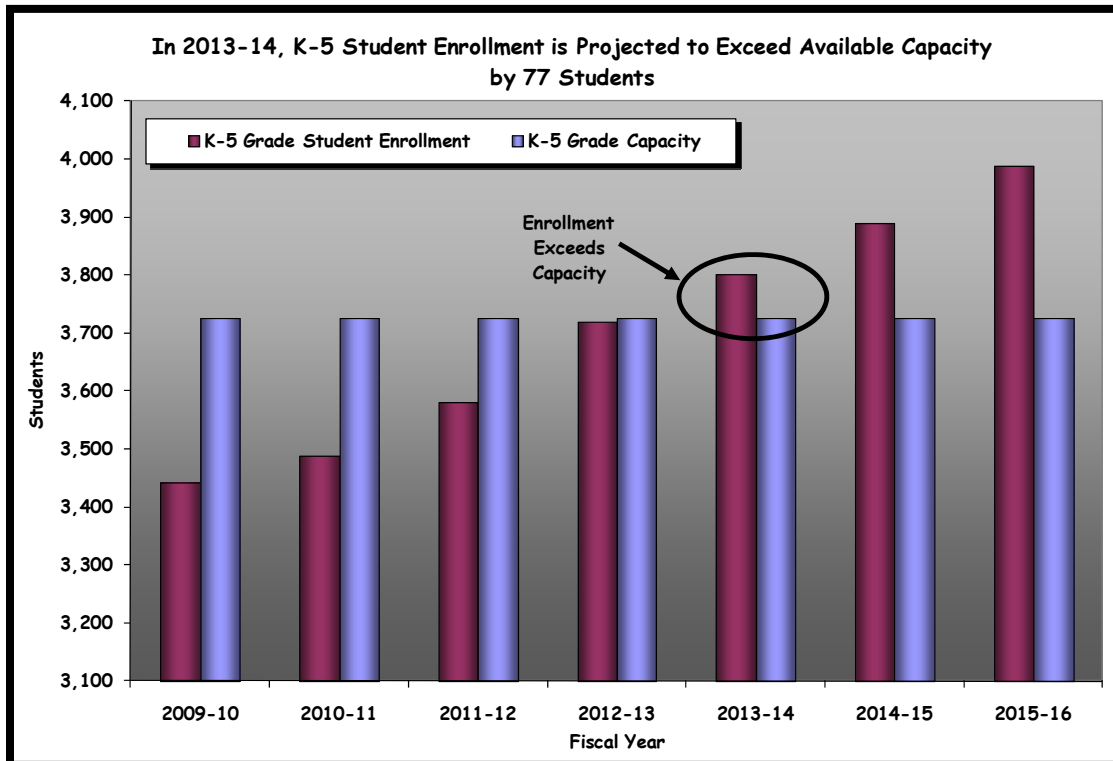


CHART 17:

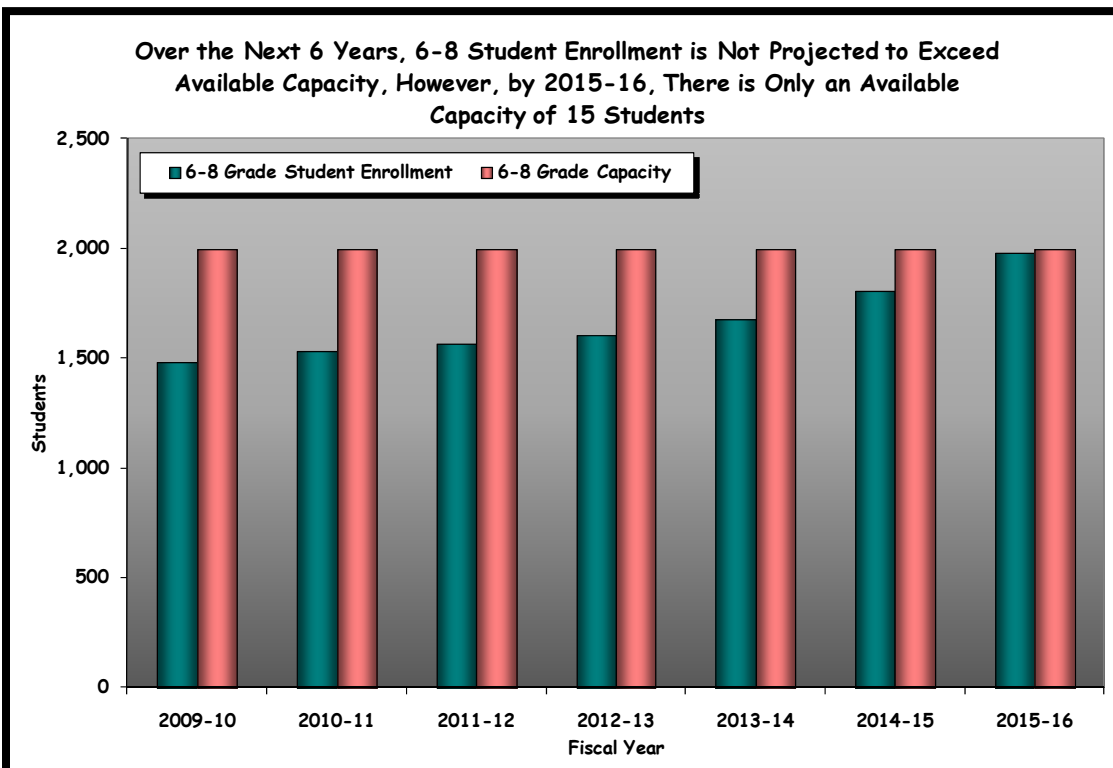


CHART 18:

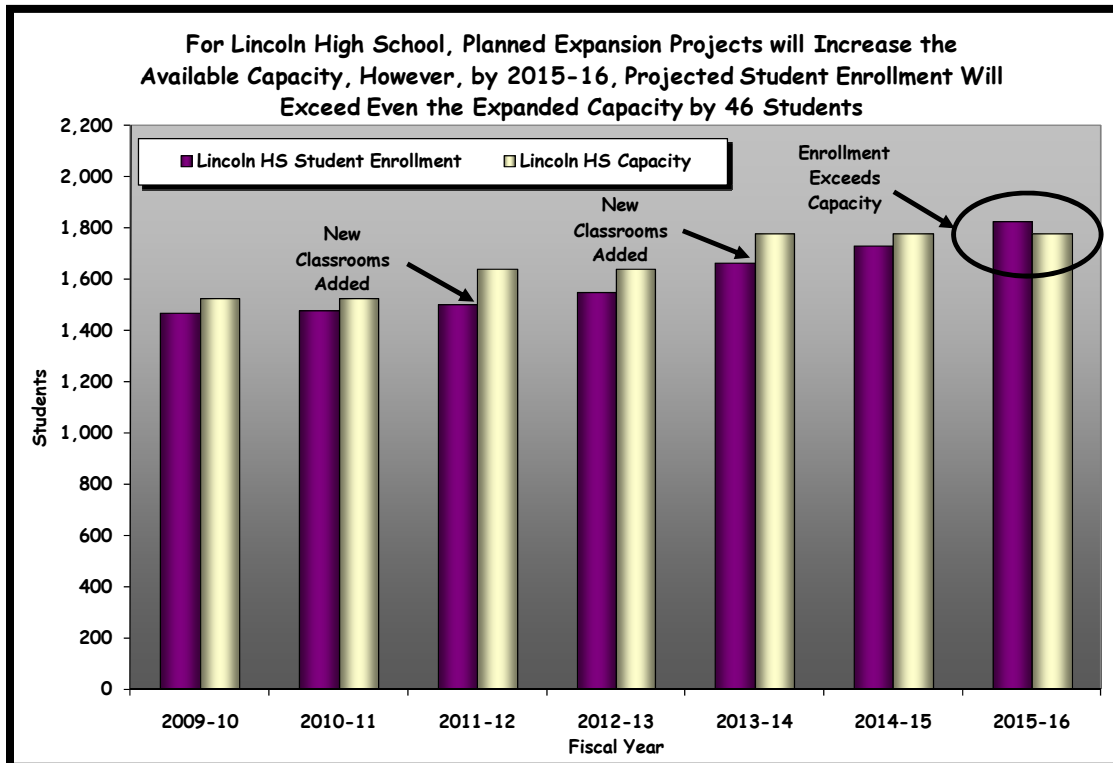
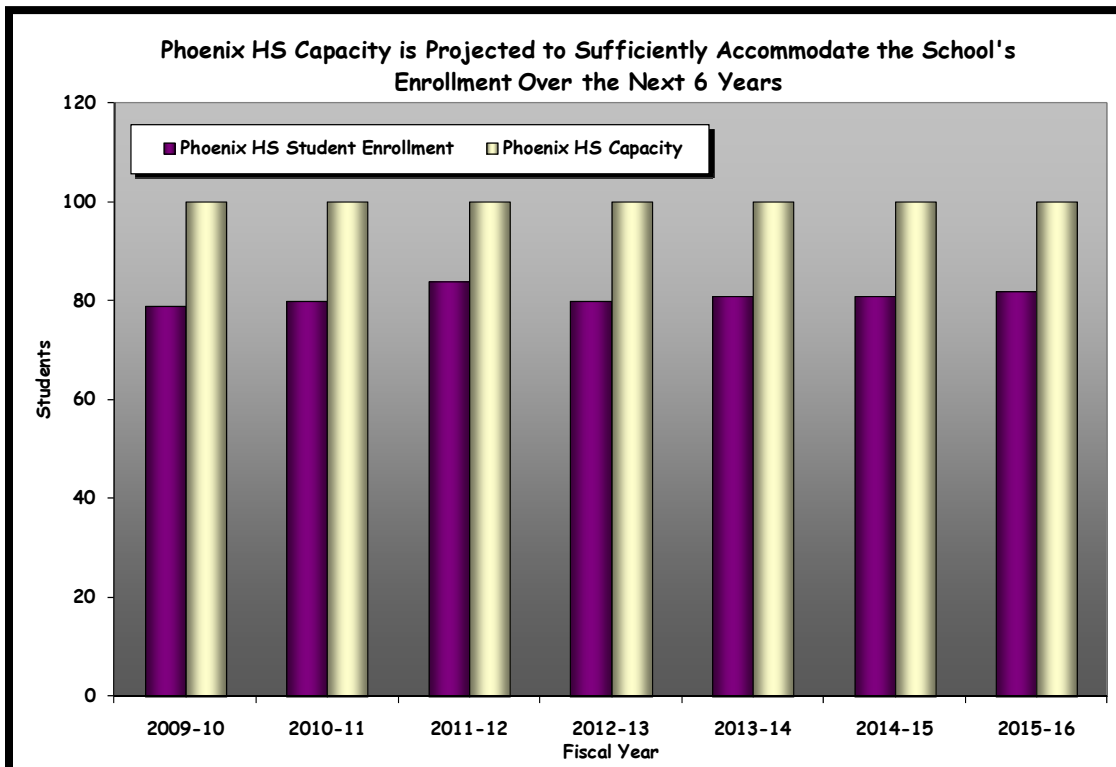


CHART 19:



Based on current estimates of enrollment, a new elementary school is needed for the 2013-14 school year. The slow growth has pushed the predicted need for a middle school beyond 2016. Very slow growth at the high school level has deferred the need for the first phase of a new comprehensive high school until at least 2015-16.



FACILITIES NEEDS AND COSTS

Key Planning Assumptions

All master plans are based on assumptions. The following are the key assumptions relative to this document:

1. The District and the City of Lincoln will continue to see significant housing development with corresponding increases in school enrollments.
2. The future school sites are based on the future specific plans proposed by developers and approved by the City of Lincoln. This development can occur in the time frames shown in our projections, or it can occur slower or faster. The planned school sites are based on total build out of the 2050 General Plan areas. The new schools in the plan will be sited based on the general plan locations, and in the order projected, but as development occurs the timing of schools must be adjusted.
3. The projected enrollments upon which the recommendations in this plan are made are shown on Table 5.
4. Existing schools are operating at, or near, the planned capacities, with some operating over-capacity utilizing portables pending the opening of new schools. Some K-5 students are being redirected to other schools due to over-capacity issues.
5. Deficiencies at specific existing schools, or relative to existing programs do exist, and are identified in the *Report of the Facilities Needs Committee*, shown in **Appendix C**, the *Lincoln High School and Phoenix High School Site Master Plan*, shown in **Appendix D**, and the *Glen Edwards Middle School Site Master Plan* shown in **Appendix E**.
6. School sizes for planning purposes reflect the current standards (K-5 = 800, 7-8 = 1,100; 9-12 = 1,800). These may need to change over the planning period, which means there will need to be a review of the projected number of new seats.
7. The Educational Specifications for all grade level configurations need to be revised and updated. It can be anticipated that except for possible changes to the school sizes, a change in Educational Specifications will not affect provisions of this document.
8. The District's last issued Certificates of Participation are spent or committed. The implementation of this plan will necessitate a new source of local funds in addition to developer fees and State funds, when available.
9. Portables are used for both long and short-term capacity needs. The need for portables will be ever-present at existing school sites pending construction of new facilities either on-site, or at new locations.



10. Pre-school and after-school programs are offered only on sites where there was space available or the programs were funded independently by grants. The District anticipates an increase in the need for these types of programs at most sites as enrollment increases. This will have to be factored into the size and cost of facilities as they come online.
11. The special education population continues to increase as will services provided to these students. Specialized facilities will need to be designed and built according to the California Department of Education standards.
12. The District is home to one charter school, Horizon Instructional Services. Its population remains relatively stable. It is unknown at this time whether a heavier charter school presence will be felt.

Educational Program Specifications

Prior to planning any new school, the District revisits the Education Program Specifications. This is the document that dictates the program of the school and, consequently, the design of the school. It is during this process that needs defined by the District's mission, vision and goals should be articulated.

Educational Specifications address two primary components: the planned capacity of a school, and the programs the school desires to deliver. In Lincoln, the capacity of each K-5 school is 800; 6-8 is 1,100; 9-12 is 1,800. These are considered capacities of each school at "continuous" enrollment. "Peak" enrollment may result in slightly higher numbers for short periods of time. This is where portables are useful on campuses.

Currently, the Educational Specifications for the elementary program are being reviewed and revised as program needs have changed since they were last prepared in the early 2000's. Both the existing middle and high school educational specifications will be revised upon completion of the elementary specifications.

Facilities Improvements Needed At Existing Facilities

Report of the Facilities Needs Committee

The Facilities Needs Committee ("FNC") was established in April 2009 to evaluate the condition of schools within the District. The FNC was comprised of parents, teachers, staff and principals from each site, as well as district office staff and advisors. Over the past year, the FNC held 10 meetings to discuss the improvements needed at each school, evaluate student demographic data, consider funding solutions and make recommendations.



The main goals of the FNC were to:

- Develop awareness of the District's facility funding challenges;
- Review various sources of facility funding;
- Examine site by site needs to determine a District-wide capital improvement project list;
- Provide a school site and community perspective regarding school and classroom needs;
- Provide recommendations on facilities needs and funding solutions.

The work completed by the FNC, including a list of improvement projects needed per site and the FNC's recommendations were summarized in a report to the District's Board on June 1, 2010, and included as **Appendix C**. In summary, the following improvement projects were identified at each site. For some of the sites an additional discussion is included as there may be a unique situation that needs to be further explained.

Carlin C. Coppin Elementary

School Modernization

Including:

- Improved parking/drop off
- Safety/security upgrades (locks, fencing, lighting, emergency kits)
- Painting
- Tiling
- Updated HVAC and water system
- Improved drainage
- Refurbished kindergarten bathrooms and playground
- Landscaping
- Cosmetic improvements
- Shade structure
- Improved kitchen facilities
- Storage additions

Auditorium/Multi-Purpose Room/Cafeteria Expansion

Carlin C. Coppin Elementary was built in the 1970's when the concept of "Pods" or 'team teaching' was popular. As indicated earlier, this teaching style came and went and, unfortunately left behind difficult teaching spaces. Modifications have been made over the years but a major renovation of the pods at this school site is necessary.



Creekside Oaks Elementary

School Modernization

Including:

- Parking improvements
- Safety/security upgrades (locks)
- Painting
- Improved intercom system
- Classroom cosmetic improvements
- Bathroom upgrades
- Improved drainage
- Playground refurbishing
- Improved ramps
- Storage additions
- Improved kitchen facilities
- Additional counseling space

New Multi-Purpose Room

First Street School

School Modernization

Including:

- Improved parking/drop off
- Safety/security upgrades (locks, fencing, lighting)
- Painting
- Updated HVAC and water system
- Improved bathrooms
- Storage additions
- Refurbished kindergarten playground
- Improved kitchen facilities
- Improved acoustics
- Updated PA system

New Library/Computer Lab/Media Center

New Multi-Purpose Room



Foskett Ranch Elementary

School Improvements

Including:

- Acoustic upgrades
- Security upgrades (fencing, lighting and skateboard prevention)
- Roof repairs
- Interior classroom improvements
- Updated alarm system
- Improved drinking fountains

Additions for RSP Classrooms

New Music Room

Lincoln Crossing Elementary

School Improvements

Including:

- Improved landscaping
- Safety upgrades (lighting)
- Improved drinking fountains
- Window coverings
- Library shelving
- Improved furnishings



Sheridan Elementary School

School Modernization

Including:

- Improved parking/drop-off area
- Painting
- Carpeting
- Dry rot repair
- Upgraded bathrooms
- Additional faucets
- Additional computers in classrooms
- Improvements to administrative offices
- New shade structure
- Improved kitchen facilities
- Upgraded HVAC
- Storage additions
- Acoustic upgrades
- Improved furnishings

New Multi-Purpose Room

New or Expanded Library/Media Center

Twelve Bridges Elementary

School Improvements

Including:

- Acoustic upgrades
- Safety upgrades (security cameras and lighting)
- Improved portables



Glen Edwards Middle

School Modernization

Including:

- Improved parking/drop-off area
- Upgraded bathrooms
- Improved kitchen facilities
- Interior and exterior cosmetic improvements
- Improved drainage
- Asbestos abatement
- Improved lighting
- Upgraded HVAC
- Administrative office space improvements
- Improved intercom system
- Improved furnishings
- New entrance
- Other needs as described in the School Site Master Plan

New Gymnasium/Multi-Purpose Room

Library Expansion

Twelve Bridges Middle

New Vocational Education Classrooms

For woodshop and home economics

School Improvements

Including:

- Improved acoustics



Lincoln High School

School Modernization

Including:

- Improved parking/drop off area
- Expanded cafeteria
- Improved Career Technical Education classrooms
- Working drinking fountains
- New shade structure
- Improved kitchen facilities
- Additional storage
- New HVAC system
- Other needs as described in the School Site Master Plan

New Dance/Choir Room

Expansion of Administrative Offices

In addition to the specific improvements identified by the FNC and stated above, the *Lincoln High School and Phoenix High School Site Master Plan* calls for classroom improvements at Lincoln High that incorporate a "career pathway" concept, organizing departments into "academies," which will enable core curriculum and facilities to be focused on specific industry and business sectors. The campus-wide modernization as described in the Site Master Plan will include improvements to the school's library.

Phoenix High School

School Modernization

Including:

- Improved classroom space
- Improved parking/drop-off area
- Additional administrative space
- Increased storage
- Other needs as described in the School Site Master Plan

New Multi-Purpose Room/Library/Media Center/Cafeteria

Expansion of Classroom Space, If Needed

Phoenix High School is the District's only continuation high school. It is located on the Lincoln High School grounds but separated by a large parking lot and fencing. The site itself is considered inadequate to appropriately serve the students attending Phoenix and lacks some of the basic facilities that are utilized by high school students such as:

- Dedicated physical education area
- Properly designed and constructed science labs & computer labs
- Lack of cafeteria space



- Extremely inadequate administration space

There is also concern that as enrollment grows at Lincoln High the population of Phoenix High will also increase. This will add demand on a facility that is already taxed. As the District grows and more high schools are constructed the need for additional and/or larger continuation high schools needs to be examined and planned for. Whether Phoenix High stays at its current location or is relocated to a new space is a topic that needs to be further addressed.

In addition to the improvement projects identified for each school site, the FNC identified improvements that were desired District-wide as well as new elementary school construction and the construction of phase 1 of a new high school. Those projects are identified below.

District-Wide	
Technology Upgrades At All Sites	
Including:	
•	More computers
•	Updated wiring/cables
•	Promethean boards
•	Video capabilities
•	Additional computer drops
•	Other improvements as identified by District Technology Experts
New Support Services Facility	
Including:	
•	Shipping
•	Receiving
•	Food storage
•	Textbook storage
•	General storage
Energy Efficiency Improvements At All Sites	
New Elementary School Construction and Land Acquisition	
New High School - Phase 1 Construction and Land Acquisition	

The District is in dire need of a warehouse facility that would house Maintenance, Grounds, Food Services, and possibly Technology. The current warehouse is located on the grounds of Lincoln High School and is used to store custodial supplies and some records. There is no central storage facility for furniture and equipment, textbook storage and food storage (both dry and refrigerated). Essentially, with the massive growth planned for the Lincoln area, the District will need a warehouse for central shipping and receiving. This warehouse should be centrally located as much as possible to serve the entire District.



A central kitchen has been discussed as an option to service the food service needs of the school community. However, recent conversations with the department have the District leaning more towards "regionalized" cooking facilities that would be located in each of the District's high schools. This topic should be researched further and the outcome planned for and integrated into the Master Plan.

The total cost of the projects identified by the FNC, including projects for each individual school site as well as District-wide improvements, a new elementary school and the first phase of a new high school, are estimated at approximately **\$161.9 million**, in 2010 dollars.

Other Support Services Improvements

In addition to the projects identified above, additional support services improvements or changes may be needed. They can be summarized as follows:

- The former District Office, located at 810 J Street is made up of portables and is currently home to the Technology Department, the Maintenance Department and the Support Services Department. In the future this space is designed for parking to handle up to 2,000 students and staff at Lincoln High School. Permanent arrangements need to be found for the departments that are operating out of this building. These portable classrooms could then be relocated to other campuses as necessary.
- The Food Services Department has no facility locally to store food products which would enable the Department to buy in bulk and take advantage of State-offered nutritional programs. This could be accomplished by ensuring there is adequate space available in a future District warehouse facility.
- The Transportation Department and the Maintenance Department share operational space at 2701 Nicolaus Drive in Lincoln. As the District grows both departments will need to expand. It is anticipated that Transportation could provide services for many years to come if it could utilize the space currently occupied by Maintenance Department staff and equipment. Again, a centralized warehouse facility could house the Maintenance Department which would free up space needed for Transportation.
- It is the desire of the District to have Preschools at all elementary campuses. However, it is not practical to provide these facilities unless additional capital grants and operational funding are available. Future elementary sites need to plan for the space necessary to house preschool programs on each campus.
- Evaluate the type of facilities and best locations(s) for the program(s) serving adult-aged special education students.
- Evaluate the type of facilities and best location(s) for the programs(s) serving the adult education population.



Lincoln High School and Phoenix High School Site Master Plan

To prepare for the growth in Lincoln from the original General Plan a Site Master Plan for the combined campus of Lincoln High School and Phoenix High School was prepared and presented to the Board. This document is included as **Appendix D**. The plan details the improvements and additions needed to the campus in order to house potentially up to 2,000 9-12 grade students at times of peak enrollment. Lincoln High School is designated to be the 'overflow' campus while each new high school is being constructed.

The improvements identified at Lincoln High School were incorporated into the projects identified by the FNC and are estimated to cost approximately \$51 million, in 2010 dollars. Approximately \$25 million of the \$51 million total cost for Lincoln High improvements are included in the \$161.9 million total estimated cost of the projects identified by the FNC.

Additionally, the modernization needs identified at Phoenix High School were incorporated into the projects identified by the FNC and are estimated to cost approximately \$475,000, in 2010 dollars. The FNC identified additional needs for Phoenix High, so the \$475,000 modernization is only a portion of the cost included in the FNC report, which has almost \$3.7 million allocated toward improvements to Phoenix High.

Glen Edwards Middle School Site Master Plan

The District has also completed a Site Master Plan for Glen Edwards Middle School. This plan combines modernization of older facilities and construction of new facilities in an effort to achieve program parity between both existing middle schools. This document is included as **Appendix E**. The improvements identified at Glen Edwards Middle School were also incorporated into the projects identified by the FNC and are estimated to cost approximately \$21.8 million, in 2010 dollars. Approximately \$20 million of the \$21.8 million total cost for the Glen Edwards Middle improvements are included in the \$161.9 million total estimated cost of the projects identified by the FNC.

Schools Needed to Accommodate Students Generated From New Development

City of Lincoln Original General Plan

Based on the anticipated new students to be generated from units remaining to be constructed from the City of Lincoln's Original General Plan, the following new schools will be needed in the District:

Elementary:

Based on the comparison of enrollment and capacity at the elementary level, as shown in Chart 16, the District will need a new elementary school in 2013-14. This facility will be constructed in the South Lincoln area. Currently, Lincoln Crossing Elementary is 're-directing' over



200 K-5 students to other area schools because the school is at capacity and there is no room on the site for additional classrooms to handle the balance of neighborhood students. The next elementary is expected to be located on the site commonly referred to as "Lincoln Crossing Elementary South".

Middle:

After a thorough review of students expected from the Twelve Bridges and Lincoln Crossing areas, an evaluation of enrollment and capacity at the existing middle schools (as shown in Chart 17), and the possible expansion of both Twelve Bridges Middle and Glen Edwards Middle School, the District will not need to construct what was originally called "Lincoln Crossing Middle School". However, the District will modernize and add classrooms to Glen Edwards Middle and will add classrooms to Twelve Bridges Middle School. Based on current construction costs and the cost estimates identified in the Glen Edwards Middle School Site Master Plan, the cost of modernizing and adding on at both middle schools will not only accomplish the task of housing the projected middle school students but can be completed for about half the cost of constructing a new middle school. This recommendation also considered the new Board adopted loading standard of a 1,200 maximum student capacity at middle schools.

High:

The Twelve Bridges High School site has long been a topic of many discussions. During the years of fast growth (early 2000s) the District was working toward construction of a high school campus on the Twelve Bridges Site. When the recession hit and growth slowed, the need for a second high school became questionable. After reviewing the enrollment numbers; cost of construction, current capacity and future high school students projected, the need for the high school when originally planned changed. Currently, the District is not predicting the need for a second high school until 2015 at the earliest and at that time, only Phase 1 of a comprehensive high school would be needed.

In the interim, classrooms will need to be added to Lincoln High School to accommodate additional high school students. These classroom additions are included in their School Site Master Plan.

Summary:

In summary, to accommodate students from the Original General Plan, the following facilities improvements will be needed:

Construction of a New Elementary School by 2013-14
To be located on the site referred to as Lincoln Crossing Elementary South
Modernization of Glen Edwards Middle School
Per the School Site Master Plan
Classroom Additions at Glen Edwards Middle School and Twelve Bridges Middle School
Construction of Phase 1 of a New High School by 2015-16
Classroom Additions at Lincoln High School
Classroom Additions at Phoenix High, As Needed

The costs of the improvements identified above are included as part of the \$161.9 million identified in the FNC's Report, except for classroom additions at both Middle Schools and Lincoln High School and \$5 million worth of additional improvements at Lincoln High. It is estimated that an additional \$20 million will be required for classroom improvements and additions at Lincoln High and another \$5 million will be needed for additional classrooms at the Middle School level.

City of Lincoln New General Plan

Significant data has been gathered from the City of Lincoln's new 2050 General Plan regarding the students projected from the seven Villages and Special Use Districts (SUDs). **Table 7** shows an estimate of the number of school sites, by grade level, that are anticipated in each of the seven Villages and two SUDs.

TABLE 7:

Preliminary Identification of School Sites by Village and SUD				
	Elementary Schools Needed	Middle Schools Needed	High Schools Needed	Total Schools Needed
1. East	1	0	0	1
2. Northeast	1	1	0	2
3. North	1	0	1	2
4. Northwest	2	1	0	3
5. West	2	0	1	3
6. Southwest	1	1	0	2
7. South	1	0	0	1
SUD-A	0	0	0	0
SUD-B	0	0	0	0
Total	9	3	2	14

Data provided by Ronald L. Feist of Feist Educational Consulting Services.

Due to the magnitude of the expected development in the New General Plan, the District will need additional maintenance, storage and transportation facilities to accommodate the growth. The estimated cost of these facilities, in 2010 dollars, is \$6.6 million. These facilities, along with the new schools that will be needed, should be paid for by the single and multi-family dwelling units that cause the growth.

Estimated Projected Costs to Meet the Needs of the Original General Plan

The total cost to complete the projects identified in this Facilities Master Plan to serve the Original General Plan, including the improvements identified for each school site, the construction of a new elementary school and phase 1 of a new high school, district-wide technology and energy efficiency improvements, a new support services facility and classroom additions at the middle and high school level total approximately **\$192 million**, in 2010 dollars, as shown in **Table 8**, below.



TABLE 8:

School Facilities Projects & Costs to Improve Existing Facilities & Serve the Original General Plan	
Projects	Estimated Cost in 2010 Dollars
Carlin C. Coppin Elementary Modernization	\$ 3,730,000
Carlin C. Coppin Elementary Auditorium/Multi-Purpose Room/Cafeteria Expansion	\$ 1,125,000
Creekside Oaks Elementary Modernization	\$ 3,575,000
Creekside Oaks Elementary New Multi-Purpose Room	\$ 2,065,000
First Street Elementary Modernization	\$ 2,880,000
First Street Elementary New Library/Computer Lab/Media Center	\$ 750,000
First Street Elementary New Multi-Purpose Room	\$ 2,065,000
Foskett Ranch Elementary School Improvements	\$ 3,000,000
Foskett Ranch Elementary Additions for RSP Classrooms	\$ 685,000
Foskett Ranch Elementary New Music Room	\$ 450,000
Lincoln Crossing Elementary School Improvements	\$ 3,000,000
Sheridan Elementary Modernization	\$ 1,475,000
Sheridan Elementary New Multi-Purpose Room	\$ 2,065,000
Sheridan Elementary New or Expanded Library/Media Center	\$ 750,000
Twelve Bridges Elementary School Improvements	\$ 400,000
Glen Edwards Middle Modernization (Per Site Master Plan)	\$ 16,100,000
Glen Edwards Middle New Gymnasium/Multi-Purpose Room	\$ 3,100,000
Glen Edwards Middle Library Expansion	\$ 800,000
Twelve Bridges Middle New Vocational Classrooms	\$ 975,000
Twelve Bridges Middle Improved Acoustics	\$ 645,000
Lincoln High Modernization (Per Site Master Plan)	\$ 20,590,000
Lincoln High New Dance/Choir Room	\$ 3,635,000
Lincoln High Expansion of Administrative Offices	\$ 2,065,000
Phoenix High Modernization	\$ 475,000
Phoenix High New Multi-Purpose Room/Library/Media Center/Cafeteria	\$ 3,190,000
Technology Upgrades at All Sites	\$ 6,415,000
Energy Improvements at All Sites	\$ 6,000,000
Support Services Facility	\$ 2,850,000
New Elementary School Construction and Land Acquisition	\$ 29,000,000
New High School - Phase 1 Construction and Land Acquisition	\$ 38,000,000
Subtotal (FNC Projects)	\$ 161,855,000
Classroom Additions at Lincoln High	\$ 20,000,000
Additional Master Plan Improvements at Lincoln High	\$ 5,000,000
Classroom Additions at Middle Schools and Phoenix High	\$ 5,000,000
TOTAL PROJECTS COST	\$ 191,855,000



Estimated Projected Costs to Meet the Needs of the New General Plan

For each of the schools needed in the seven Villages and SUDs expected per the New General Plan, the new school construction costs were estimated in 2010 dollars, as shown in **Tables 9-11**.

TABLE 9:

Elementary School Construction for 800 Students	
Purchase 12 acres of land (@ \$200,000 per acre)	\$ 2,400,000
Develop 12 acres (@\$313,365 per acre) Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.	\$ 3,760,380
Construction of Buildings (@\$283 per sq. ft.) Assuming 800 students at 72 square feet per student	\$ 16,300,800
Soft Costs	\$ 4,212,848
Furniture, technology & equipment	\$ 900,000
Total	\$ 27,574,028

TABLE 10:

Middle School Construction for 1,100 Students	
Purchase 22 acres of land (@ \$200,000 per acre)	\$ 4,400,000
Develop 22 acres (@\$313,365 per acre) Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.	\$ 6,894,030
Construction of Buildings (@\$322 per sq. ft.) Assuming 1,100 students at 85 square feet per student	\$ 30,107,000
Soft Costs	\$ 7,400,206
Furniture, technology & equipment	\$ 1,200,000
Total	\$ 50,001,236



TABLE 11:

High School Construction for 1,800 Students	
Purchase 50 acres of land (@ \$200,000 per acre)	\$ 10,000,000
Develop 50 acres (@\$313,365 per acre)	\$ 15,668,250
Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.	
Construction of Buildings (@\$333 per sq. ft.)	\$ 63,536,400
Assuming 1,800 students at 106 square feet per student	
Soft Costs	\$ 15,048,883
Furniture, technology & equipment	\$ 1,600,000
Total	\$ 105,853,533

TABLE 12:

Schools & Facilities Projects and Costs Needed to Serve the Villages	
Schools Needed	Estimated Cost in 2010 Dollars
Village 1 (East) Elementary School	\$ 27,574,028
Village 2 (Northeast) Elementary School	\$ 27,574,028
Village 2 (Northeast) Middle School	\$ 50,001,236
Village 3 (North) Elementary School	\$ 27,574,028
Village 3 (North) High School	\$ 105,853,533
Village 4 (Northwest) Elementary School #1	\$ 27,574,028
Village 4 (Northwest) Elementary School #2	\$ 27,574,028
Village 4 (Northwest) Middle School	\$ 50,001,236
Village 5 (West) Elementary School #1	\$ 27,574,028
Village 5 (West) Elementary School #2	\$ 27,574,028
Village 5 (West) High School	\$ 105,853,533
Village 6 (Southwest) Elementary School	\$ 27,574,028
Village 6 (Southwest) Middle School	\$ 50,001,236
Village 7 (South) Elementary School	\$ 27,574,028
Support Facilities	\$ 6,600,000
Total	\$ 616,477,026



As shown in *Table 12*, above, based on the projected number of schools needed in each of the seven villages and the estimated cost for each type of school to be constructed, the Villages will require over **\$615 million** in school projects, in 2010 dollars. Such facilities will be constructed based on the availability of funding and throughout the entire build-out of the development projects. These schools are estimated to be sufficient to house the 15,000 plus students that will be generated from the Villages. It is estimated that these schools will be constructed over the next 25 years. When accounting for cost escalation due to inflation in both construction costs and land costs, the total expenditures on these projects will amount to approximately \$1.3 billion.

At build-out it is expected that the District will have a total of at least 27 school sites - 17 elementary schools, 5 middle school, 4 comprehensive high schools and at least 1 continuation high school - to serve an enrollment of over 24,000 students. In total, the District's facilities needs amount to over **\$808 million**, in 2010 dollars, in order to improve existing facilities and serve both the Original and New General Plans. With cost escalation, the District's facility needs could, in total, amount to over \$1.5 billion.



FUNDING FACILITIES NEEDS

Obtaining the resources to build needed schools is a difficult task. Until resources are identified, both State and local, facilities cannot be built, schools will need to be delayed and other strategies utilized to house the projected students.

Summary of Funding Sources

The District intends to contribute all available revenue toward the construction of its facilities projects, but lacks sufficient funding to pay for all necessary construction. A combination of funding sources will be necessary to complete the necessary facilities projects. Following is a summary of each funding source available to the District:

Mello-Roos/Community Facilities District Special Taxes and Bonds

Under the Mello-Roos Community Facilities Act of 1982, public agencies may form a special tax district (also known as a Community Facilities District, or "CFD") to fund capital improvements with a useful life of five years or longer. To approve a special tax and issue bonds, a CFD requires two-thirds voter approval, except in developing areas where there are less than twelve registered voters. Then for approval, a landowner vote is required, based on the number of acres owned.

The boundaries of a CFD are flexible; they must simply be within the jurisdiction of the public agency forming the taxing district. Property owners within a CFD are responsible for payment of the special tax. The tax formula is flexible and District-driven and can take into account property characteristics such as square footage of a home and parcel size. The only restriction on the tax formula is that it cannot be based on value of the property. The special tax is typically included in the annual County tax bill; however, it can also be paid on a monthly basis. CFD elections can be held at any time. The tax revenue can be bonded against as a loan and repaid from future special tax collections.

As part of the mitigation agreements that the District has entered into with the developers in the community, CFDs were formed, whereby, special tax revenue collected from each home over time is used to fund the construction of school facilities.

Developer Fees

California law allows for the levy of assessments on new construction projects where a school district will be impacted. This is called a developer fee. Fees levied on new residential and commercial construction may be used to construct or reconstruct school facilities for the students generated or anticipated to be generated as a result of this development.

Development fees are based on a formula defined by the State. No change in the fee structure is anticipated at this time; however, if changes occur mitigation amounts will need to be revisited and possibly revised. Currently, the District is collecting Level II Developer Fees in areas



that are not covered by either of the two Community Facilities Districts. As the Villages are developed it is anticipated that there will be additional CFDs established. Other mitigation methods will be examined on a case-by-case basis.

State School Facility Program

The State School Facility Program is a funding program whereby the State provides matching funds to school districts embarking on eligible construction projects. The State School Facility Program is funded through statewide general obligation bonds.

Modernization Funding

The State provides funding assistance to school districts for the modernization of school facilities. The assistance is in the form of grants, and requires a 40 percent District funding contribution. A district is eligible for modernization grants when students are housed in permanent buildings that are 25 years old or older and relocatable classrooms that are 20 years old or older, and the buildings have not been previously modernized with State Funds. In order to receive funding, the district must also show that there are pupils assigned to the site who will use the facilities to be modernized. If the facility is currently unused, such as a closed school, it may also be eligible for modernization funding if the district intends to reopen it for students immediately.

The modernization grant can be used to fund a large variety of work at an eligible school site. Air conditionings, insulation, roof replacement, as well as the purchase of new furniture and equipment, are just a few of the eligible expenditures of modernization grants. A district may even use the grants to demolish and replace existing facilities of like kind. However, modernization funding may not be spent for construction of a new facility.

New Construction Funding

New construction funding is available for school districts whose existing capacity is insufficient to house the existing students or those students anticipated within the district, based on a five-year enrollment projection.

After a district has established eligibility for a project, the district may request funding for eligible project costs. The funding for new construction projects is provided in the form of grants. The grants are made up of a new construction grant, also known as a pupil grant and a number of supplemental grants. The new construction grant is intended to fund design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of the school buildings. This amount is specified in law based on the grade level of the pupils served. Supplemental grants are special grants and are intended to recognize unique types of projects, geographic locations and special project needs.

Each new construction project is reviewed and appropriate grants are allotted by the Office of Public School Construction ("OPSC"). All new construction grants must be matched equally by the district with local funding sources. Once the grants are determined for a project, a request is sent to the State Allocation Board ("SAB") for a funding apportionment.



The State School Facility Program is the program California school districts currently operate under. However, the New Construction 'pot' of money is essentially spoken for by projects on the Office of Public School Construction's Workload List. The Modernization 'pot' of money still has funding but is anticipated to be depleted by May 2013. There are other programs through the State and when the District is eligible for the funds, applications will be submitted if appropriate.

The District has submitted, and will continue to submit, applications to the State School Facility Program for matching new construction grants. The State provides grant funds for new construction projects based on District eligibility. Although the grant amount is intended to be 50% of the total project amount, because of the State formulas that are used, in reality, this typically amounts to only 30%-40% of the total project cost.

Financial Hardship Funding

The School Facility Program provides funding for schools under what is commonly referred to as a 50-50 program, where the State contributes 50% of the construction cost and the district contributes 50%. In reality, school districts find themselves contributing substantially more than the required local share of 50%. The Financial Hardship Program is a program where the State provides assistance for those districts that cannot provide all or part of their share of a school facility project. In order to receive such funding, districts are required to have made all reasonable efforts to impose all levels of local debt capacity and development fees prior to requesting financial assistance.

In theory, the State pays for up to 100% of the cost of constructing a new school. However, in practice, the amount is not equal to 100% of the actual construction costs of a school but is limited to a maximum of 100% of what the State has deemed to be appropriate. It is widely understood that the State's share is closer to 30%-40% of actual construction costs and not the 50% as touted. Building a new school under the Financial Hardship Program, if eligible, is extremely difficult and typically results in a school with a high percentage of relocatables and very few, if any, permanent structures. Other Financial Hardship projects sometimes lack what are known as Minimum Essential Facilities due to the limited funds. While the program is helpful to those districts that do not have local funding, the long-term ramifications of surviving under Financial Hardship are problematic at best.

Joint Use Funding

The School Facility Program offers funding for qualifying projects whereby a Joint-Use partner, such as a city or college will share in the use and cost of such a facility. This is a 50-50 program, where the State contributes 50% of the construction cost and the district and its joint use partner contribute the remaining 50% of the funding.

The City of Lincoln and the District have participated in the Joint Use Program with the state and have enjoyed additional funding for some of these projects. This has resulted in co-located parks, increased sizes of multipurpose buildings and shared field space. The current Joint Use agreement with the City of Lincoln needs to be modified to more accurately reflect the use and



maintenance costs of facilities. Continuation of this practice is desirable with the support of the same in the City's planning policies.

Career Technical Program Funding

Career Technical Education provides a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The career technical education facilities program provides funding to qualified local school districts for the purpose of constructing new facilities or reconfiguring existing facilities, including purchasing equipment with a useful life of 10 years or more, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for technical careers.

Proposition 1D provided \$500 million for the purpose of constructing new facilities or reconfiguring existing facilities for career technical education purposes. This will enhance the educational opportunities for pupils in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow. The District could apply for career technical program funding as part of the construction of the new high school, depending on the educational programs decided upon by the Board.

Deferred Maintenance

The Deferred Maintenance Program provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. School district deferred maintenance funds are commonly used as the required match for any modernization funds received by the State for an eligible project. Deferred Maintenance funds are not allowed to be used for New Construction.

The District has consistently matched State funds to receive the full amount of deferred maintenance funding. These funds are used primarily for roofs, HVAC, and similar infrastructure components. The full-funding of the Routine Restricted Maintenance Account, which until recently, was a condition of taking School Facility Program funding has allowed the Maintenance and Operations Department to stay on top of most major maintenance needs at all campuses each year.

In light of the budget challenges of the State and California school districts, concessions have been made in the requirements to the Deferred Maintenance program. School districts have been given more flexibility on what they spend their deferred maintenance funds on rather than being limited to a State-approved list of eligible items. This flexibility is expected to last until 2013. Unfortunately, beginning with budget year 2010-2011, the District will not make its 'match' to the deferred maintenance program which is in the neighborhood of \$250,000. This will restrict the Maintenance and Operations Department's ability to maintain the campuses. It is hoped that this 'trend' will be short-lived and maintenance budgets will be restored to their prior funding levels which are based on a percentage of the District's General Fund.



General Obligation Bonds

General Obligation Bonds ("GO Bonds") are repaid from an ad valorem tax levy on property within the District's boundaries. The maximum amount of GO Bonds that can be outstanding at any one time is limited to 2.5% of a unified school district's assessed property value. This is referred to as a district's "bonding capacity" (for 2009-10, the District's bonding capacity is over \$177 million). GO Bonds must be approved by voters within the District. The timing of the elections for GO Bonds depends upon the authority under which the bonds are to be approved. There are two types of GO Bonds.

Two-thirds voter approved bonds

This type of GO Bond may be used for the "acquisition and improvement of real property". This includes the acquisition of land, the construction or acquisition of school buildings and facilities, the expansion, restoration, remodeling or improvement of school facilities and the permanent improvement of school grounds. Two-thirds voter approval elections can be held any Tuesday that is not the day before, day after or day of a State holiday, or within 45 days of a regularly scheduled statewide election day.

Proposition 39 Bonds or 55% voter approved bonds

This type of GO Bond may be used for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities. This includes the same purposes of the two-thirds voter approval bonds but also includes furniture and equipment. This type of bond measure requires a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list. Finally, there is a requirement that an oversight committee review expenditures and the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.

In addition to the bonding capacity restriction, Proposition 39 Bonds require that the tax rate levied as the result of any single election can be no more than \$60 per \$100,000 of assessed value, for a unified school district.

Election dates for a Proposition 39 Bond election are limited to: (1) statewide primary or general elections; (2) regularly scheduled local elections; or (3) statewide special elections. Statewide election dates only occur in June and November in even-numbered years. Therefore, except in the case of a special statewide election (which can only be called by the Governor), districts may only hold Proposition 39 Bond elections on regularly scheduled local election dates and statewide elections held in June and November of even-numbered years.

Qualified School Construction Bonds

Through the American Recovery and Reinvestment Act adopted by the Federal Government in 2008, Qualified School Construction Bonds ("QSCBs") were created. QSCBs are a type of bond



(loan) that can be issued by a school district to fund any school facility improvement. The Federal Government provides an interest subsidy for such bonds to reduce the effective interest rate to less than 1%. These low cost loans can be used as General Obligation Bonds to reduce the impact on taxpayers or can be used through a District-backed loan to reduce the annual debt repayment obligations.

General Fund

Although General Fund money can be used for school facilities, due to other demands on this budget, such as salaries and benefits for employees, this is not a substantial revenue source for facilities projects.

Funding the District's Facilities Needs

The District will utilize all available funding sources in order to pay for the facilities needs identified in this report. Funding will be utilized to the extent possible in the following manner:

Improvements to Existing Facilities and New Facilities Needed Per the Original General Plan

The taxes collected from the District's existing CFDs and the anticipated developer fee revenues from new units to be constructed per the Original General Plan are already committed to repay outstanding debt used to construct Twelve Bridges Elementary, Foskett Ranch Elementary, Lincoln Crossing Elementary and Twelve Bridges Middle Schools. Also constructed, and included in the outstanding debt, was the infrastructure and adjacent site improvements for the Twelve Bridges High School campus.

The State School Facility Modernization Program will be utilized to the extent possible, based on State eligibility, to complete the modernization projects identified at various sites. Carlin C. Coppin Elementary, Sheridan Elementary, Glen Edwards Middle, Lincoln High and Phoenix High are the only facilities that have Modernization eligibility. Based on anticipated eligibility, the District is conservatively estimating Modernization funding to be approximately **\$2.7 million**.

The State School Facility New Construction Program will be utilized to the extent possible, based on State eligibility, to construct a new elementary school, phase 1 of a new high school, and add classrooms at Lincoln High and the two Middle Schools. Based on anticipated eligibility, the District is conservatively estimating New Construction funding to be approximately **\$26.5 million**.

A local GO Bond will be needed to provide the matching share for both State Modernization and New Construction funding and will also be required to fund the improvements that are not eligible for State funding. November 2010 is the next available election date for a General Obligation Bond Measure. After November 2010, the next available date will be in 2012.

After applying anticipated State Modernization and New Construction Funding of \$29.2 million to the total estimated project cost of \$192 million, the District will need approximately



\$162.8 million in *GO Bonds* to bridge the funding gap for the projects needed to serve the Original General Plan.

With a successful bond measure, the District should apply for a QSCB allocation through the State to receive a Federal interest subsidy on bonds and reduce the borrowing rate on a *GO Bond* issuance. A lower interest rate will enable the District's taxpayers to reduce the overall borrowing costs and resulting tax rates.

If a *GO Bond* measure is not successful, the District should pursue State Financial Hardship funding for all eligible projects and re-evaluate the type of construction in order to conform with the limitations such funding. For any projects that do not qualify for Financial Hardship funding, the project will have to be delayed until a future *GO Bond* measure is successful.

New Schools Needed Per the New General Plan

New development should pay for the school facilities needed to accommodate such development. Therefore, the District can negotiate with the local real estate developers to obtain mitigation funding in addition to the developer fees limited under the law, as such fees are simply insufficient to pay for the costs of facilities. The incremental cost, per unit, of new facilities can be calculated by estimating the cost of new facilities per student and then applying that cost to the number of new students to be generated from each new unit.

Based on an analysis completed by Ronald L. Feist, of Feist Educational Consulting Services, each new single family unit constructed in the District results in a facility cost to the District of \$21,765. Further, each new multi-family unit constructed in the District results in a facility cost of \$12,670. Therefore, the District needs funding from each new unit constructed to offset these costs.

A portion of the District facility cost can be funded by New Construction Funding from the State. The remainder of the cost can, and should, be funded through Mitigation Fees, CFD Special Taxes, or a combination of the two. In order to do this, the District will need to negotiate and enter into mitigation agreements with the various developers building homes within the District. Such mitigation agreements should set forth the method for how the mitigation amount per home will be funded, identify any school sites that need to be set aside and, if a CFD is to be formed, describe the manner in which the CFD taxes will be levied. The District has been negotiating with developers from Village 7 and will monitor the activities of the other development projects.

As a school district, however, the District has challenges in requiring developers to pay more than statutorily calculated developer fees. Thus, the District desires to work cooperatively with the City of Lincoln, as the primary land use agency, as well as the developers themselves to ensure that future students can be adequately housed in facilities that serve their needs. Additionally, such facilities should be constructed in a timely manner so that new students do not cause existing facilities to become overcrowded.



The District has taken, and will continue to take, a proactive approach to working with developers to ensure all funding needs are met. However, if the District is not able to enter into mitigation agreements with the developers, the District may need to consider alternatives, such as larger school sizes in the new developments, transportation of students to schools with lower enrollment, or using modular construction for new schools in order to reduce the total cost of such facilities. These alternatives are not desirable given the District's educational standards, but would be required if there is a lack of funding on the part of the development community in order to build the necessary schools to serve such development.



SUMMARY

The District has identified facilities needed to improve existing facilities and to accommodate future students. This Master Plan summarizes those needs, identifies estimated costs and provides a plan for funding such needs.

Good planning practices for long range plans calls for them to be updated at regular intervals depending upon need and unique circumstances. The overall plan should be updated not more than five years in the future and individual elements revised as laws and programs change. In this volatile economy, it may be necessary to update sooner than five years as it is expected that the District will experience substantial growth once the economy and housing market turns around.

This document defines the number of schools and the approximate year and relative locations that they will be needed to serve the projected enrollment. As land use plans are refined, the specific location of these schools should be covered by an amendment to this plan until the next major revision is needed.

There are a number of recommendations to study, define, determine, etc. These processes should be undertaken with specific determinations, as they relate to facilities, included in a subsequent update of the School Facilities Master Plan.

In summary, changes in assumptions, planning parameters, programs, enrollments, etc. should be identified and specified in updates to this plan.



APPENDIX A: HISTORICAL ENROLLMENT BY SCHOOL SITE AND GRADE LEVEL



Carlin C. Coppin Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K	76	68	76	71	75	68
1	70	76	73	58	80	83
2	77	62	88	65	66	82
3	82	79	66	79	73	64
4	80	80	84	53	82	70
5	81	78	81	77	52	79
Total	466	443	468	403	428	446

Creekside Oaks Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K	108	83	109	111	115	122
1	100	108	119	100	121	105
2	100	80	134	99	101	115
3	118	79	97	102	92	92
4	110	102	112	99	99	94
5	129	94	117	89	89	96
Total	665	546	688	600	617	624

First Street School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K	112	74	76	74	70	68
1	97	76	76	60	63	64
2	87	80	78	72	63	73
3	102	61	81	80	70	62
4	100	81	61	77	82	67
5	103	78	82	72	70	77
Total	601	450	454	435	418	411



Foskett Ranch Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K		78	99	81	109	108
1		67	86	77	91	110
2		60	81	83	77	86
3		55	71	79	83	82
4		49	59	69	84	78
5		57	58	56	64	78
Total	-	366	454	445	508	542

Lincoln Crossing Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K				108	101	110
1				100	101	104
2				98	100	105
3				98	98	103
4				77	93	93
5				74	89	93
Total	-	-	-	555	582	608

Twelve Bridges Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K	70	123	115	119	116	120
1	66	107	126	115	121	131
2	62	113	120	118	125	128
3	50	100	134	98	127	106
4	34	75	109	113	112	111
5	31	31	103	91	113	112
Total	313	549	707	654	714	708



Sheridan Elementary School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
K	19	20	18	15	11	23
1	18	18	18	15	14	11
2	18	16	13	15	15	15
3	14	20	16	11	16	16
4	23	15	11	14	12	15
5	13	26	10	9	12	8
Total	105	115	86	79	80	88

Glen Edwards Middle School						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
6	335	387	232	224	189	225
7	340	370	245	236	230	191
8	332	351	237	235	219	216
Total	1,007	1,108	714	695	638	632

Twelve Bridges Middle School						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
6			194	271	306	271
7			191	243	278	297
8			181	228	254	269
Total	-	-	566	742	838	837



Lincoln High School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
9	327	349	364	410	533	406
10	302	350	368	381	389	392
11	272	296	315	535	336	354
12	228	253	258	286	315	319
Total	1,129	1,248	1,305	1,612	1,573	1,471

Phoenix High School Historical Enrollment						
	Fiscal Year Ending					
	2005	2006	2007	2008	2009	2010
10	5	9	2	11	15	14
11	27	29	46	31	38	28
12	51	29	41	50	34	38
Total	83	67	89	92	87	80



APPENDIX B: SCHOOLWORKS DEMOGRAPHICS STUDY





WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth Street, Suite 400
Lincoln, CA 95648
916.645.6350

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Demographic Study 2009-2010 Western Placer Unified School District

*Scott Leaman
Superintendent*

Prepared by:



Facility Problem Solvers

SchoolWorks, Inc.
6815 Fair Oaks Blvd., Suite 3
Carmichael, CA 95608

(916) 733-0402
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Introduction

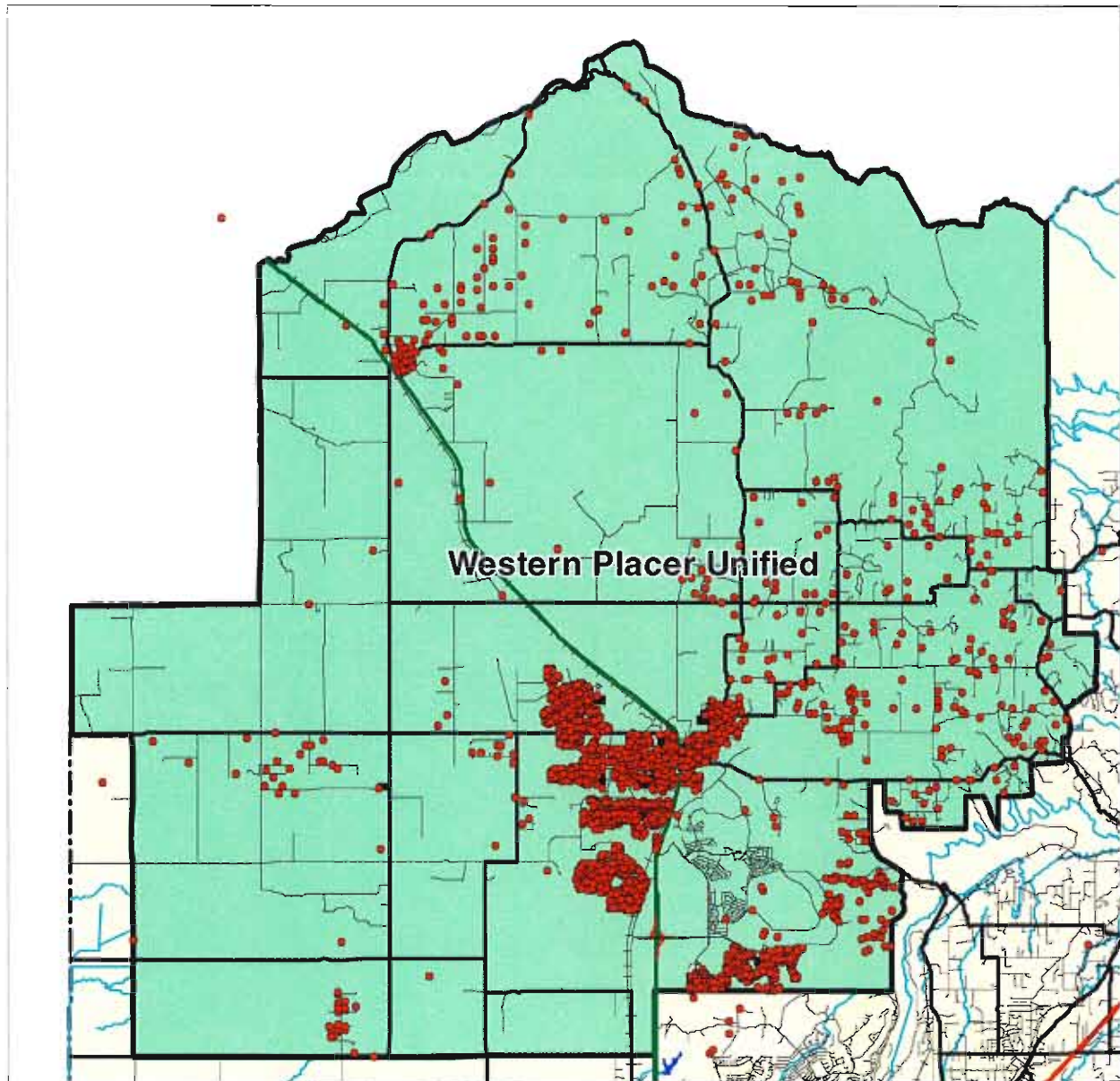
This report has been prepared for the Western Placer Unified School District using a Geographic Information System along with several databases of information including 4 years of past student records, birthrate counts for the past ten years compiled by zip codes, historical building permits and county planning documentation for projected new housing developments and a computerized street file for the entire county.

Utilizing all of the data available the projections are generated using an industry standard weighted Cohort trend analysis. The basic projections are created by studying the geographic areas for the District and each individual school. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- a) Birthrates are used to project future Kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the Kindergarten class five years later.
- b) New Housing Development rates and yield factors are compared to the historical impact of development and if the future projections exceed the historical values, the projections are augmented accordingly.
- c) Inter-District student counts are not included in the base geographic trend analysis since these are students residing outside of the District. Therefore the current percentage of students per school and per grade are added to the base projections.
- d) Intra-District students are those who transfer from one school to another. The percentage of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- e) The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total school population. Therefore as the school grows or declines, those programs would increase or decrease accordingly.

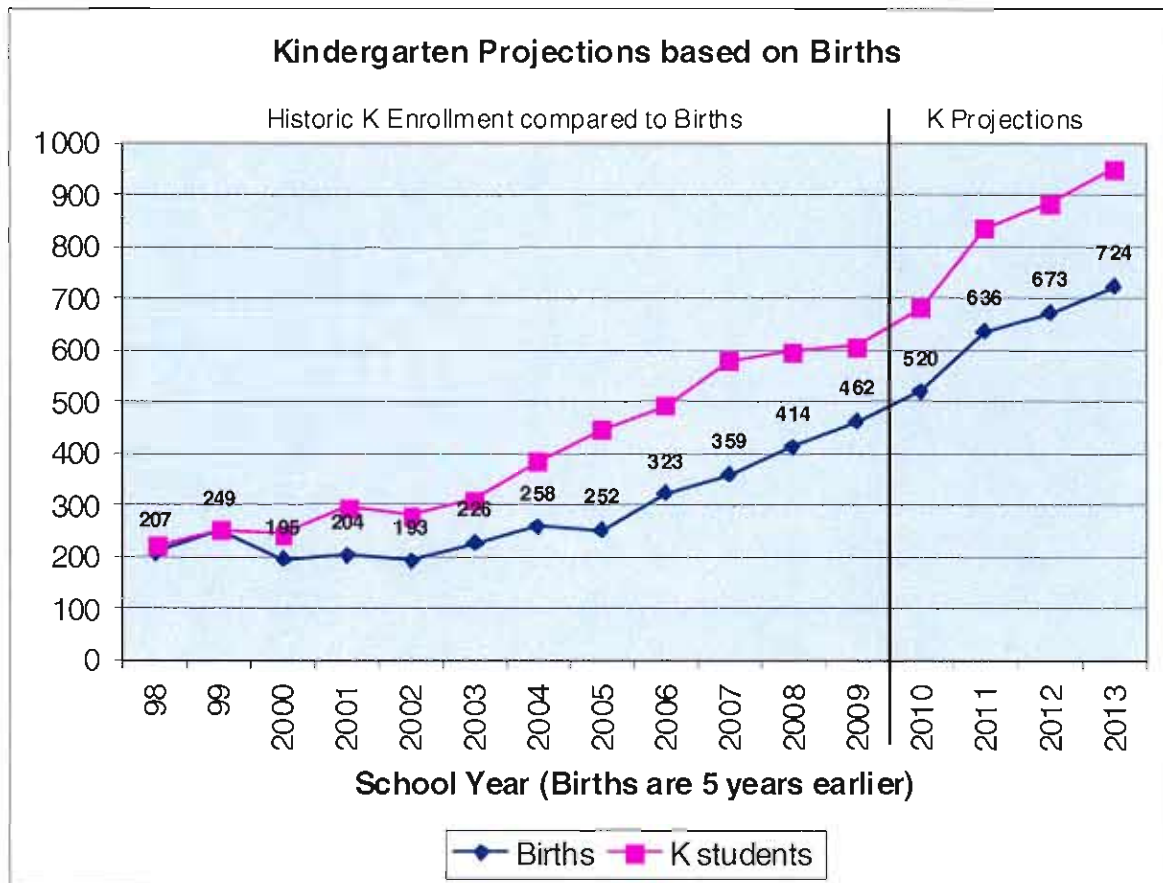
The projections in this report are based on the current school boundaries and attendance patterns. The following map shows the District boundary and the current distribution of students throughout the District.

District Map



Historic Birth Rates

The following section is an analysis of the number of births in the Western Placer Unified School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip code 95648 and 95681 which is in the District was used for this analysis.



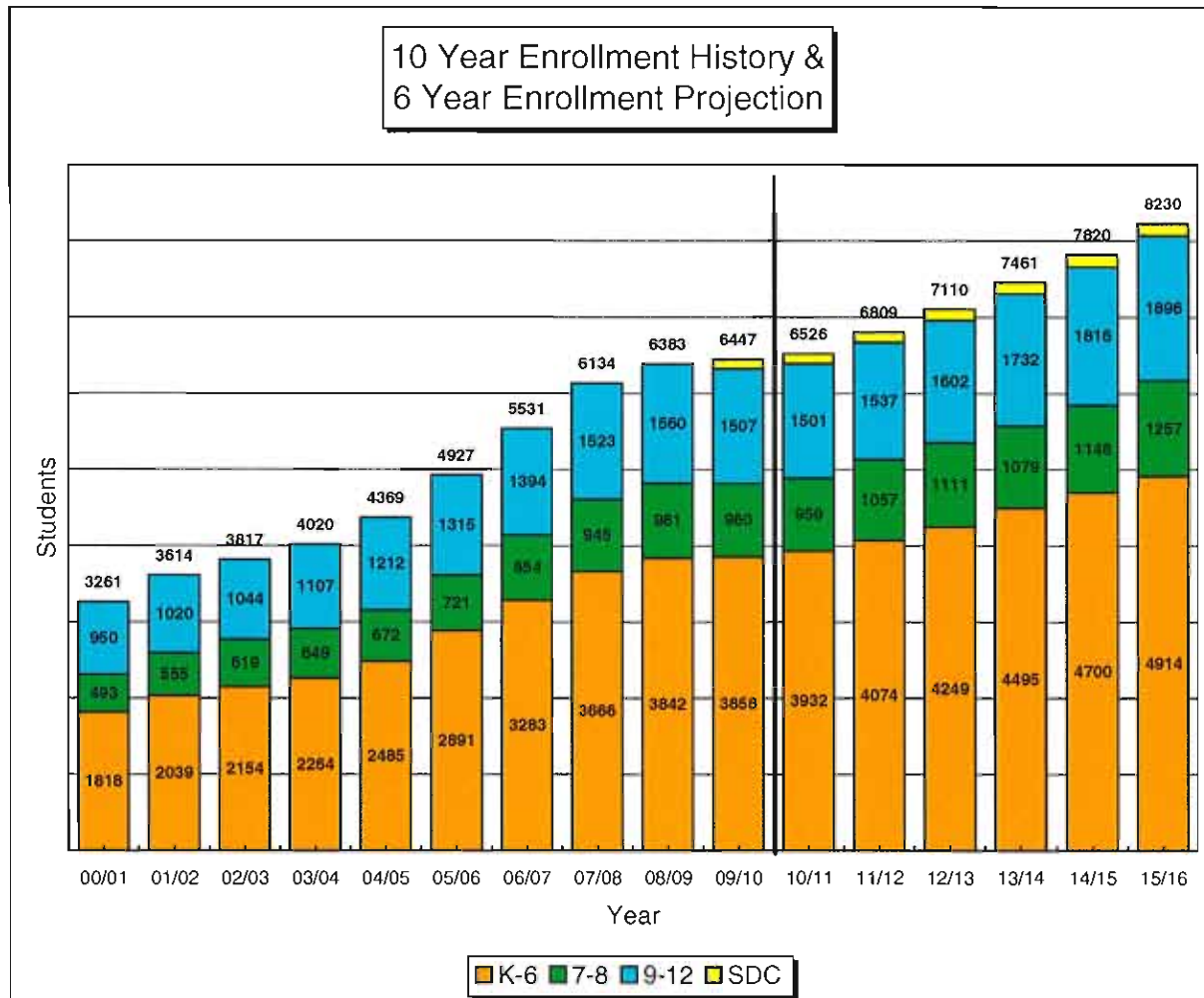
The above figure illustrates the correlation between births in the District area and the number of Kindergarten students attending the Western Placer Unified schools five years later. As can be seen the number of births has averaged about 368 per year. The recent birth rates over the past four years (2005 to 2008) which will generate the kindergarten classes for the next four years (2010 to 2013) have been between 520 and 724. We have assumed that the current kindergarten capture rate of 131.4% will be maintained in the future. Overall, the future kindergarten classes are projected to be larger than those over the past ten years. These kindergarten projections do not account for the impact of any additional housing developments.

District Projections

Our projection methodology is based on the State weighted COHORT model but is adjusted to utilize the birth rate information previously discussed.

The source of our base data is the student information provided to SchoolWorks and processed utilizing a GIS (geographic information system) program. This allows an analysis of the students within the District separately from those outside the District on Inter-District transfers and also allows us to determine the impact of Intra-District transfers. The students within the District or School Boundary are used to generate the survival factors. The inter and intra district transfer students are then added to the results by determining the average percentage of transfers at each grade level.

The projections will be shown for the entire District and also for each school. The District projections include all schools.



The previous figure shows the current enrollment for 2009/10, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The District has seen an increase in enrollment over the past ten years with a projected end result of 8,230 students in year 2015-16.

Western Placer Unified School District

Demographics Study

2009-2010



WESTERN PLACER UNIFIED SCHOOL DISTRICT ENROLLMENT PROJECTIONS

YEAR 10/11, 1 Year Proj.

<u>School</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>SDC</u>	<u>TOTAL</u>
Coppin Elem	72	69	78	69	57	68	0	0	0	0	0	0	0	23	436
Creekside Oaks Elem	122	108	97	113	75	71	0	0	0	0	0	0	0	12	598
First Street Elem	72	56	81	71	53	82	0	0	0	0	0	0	0	0	415
Foskett Ranch Elem	97	99	90	91	75	73	0	0	0	0	0	0	0	15	540
Lincoln Crossing Elem	81	141	116	118	114	90	0	0	0	0	0	0	0	0	660
Sheridan Elem	19	18	12	14	14	13	0	0	0	0	0	0	0	0	90
Twelve Bridges Elem	122	126	128	112	100	112	0	0	0	0	0	0	0	13	713
Twelve Bridges Middle	0	0	0	0	0	0	307	273	301	0	0	0	0	15	896
Glen Edwards Middle	0	0	0	0	0	0	236	223	162	0	0	0	0	12	633
Lincoln High	0	0	0	0	0	0	0	0	0	405	381	330	305	44	1465
Phoenix High	0	0	0	0	0	0	0	0	0	0	14	28	38	0	80
Totals	585	617	602	588	488	509	543	496	463	405	395	358	343	134	6526
Current CBEDS	607	599	592	519	519	539	483	480	480	392	396	366	353	122	6447
Net Change	-22	18	10	69	-31	-30	60	16	-17	13	-1	-8	-10	12	79
Cohort Change		10	3	-4	-31	-10	4	13	-17	-75	3	-38	-23		

The net gain for next year (2010/11) shows a growth of 79 students. The largest declines will be seen at grades K, 4, and 5 next year. The largest increases are at grades 3 and 6.

The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made then the patterns may be impacted.

The students living in the boundary generate the Cohort factors which are calculated for the past three years and the weighted averaged is determined. Those Cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many inter and intra district transfers there are.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
ENROLLMENT PROJECTIONS**

<u>School</u>	Current Enrollment						
	<u>09/10</u>	<u>10/11</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
Coppin Elem	446	436	444	461	473	489	517
Creekside Oaks Elem	624	598	610	632	634	657	680
First Street Elem	411	415	422	443	458	469	492
Foskett Ranch Elem	542	540	571	605	637	666	703
Lincoln Crossing Elem	608	660	735	794	849	901	924
Sheridan Elem	88	90	88	87	89	95	95
Twelve Bridges Elem	708	713	748	795	840	882	932
ELEMENTARY TOTALS	3427	3452	3618	3817	3980	4159	4343
Twelve Bridges Middle	837	896	924	967	1009	1081	1177
Glen Edwards Middle	632	633	684	676	688	710	758
MIDDLE TOTALS	1469	1529	1608	1643	1697	1791	1935
Lincoln High	1471	1465	1500	1564	1694	1776	1850
HIGH TOTALS	1471	1465	1500	1564	1694	1776	1850
Phoenix High	80	80	83	86	90	94	102
OTHER TOTALS	80	80	83	86	90	94	102
DISTRICT TOTALS	6447	6526	6809	7110	7461	7820	8230
Annual Change		79	283	301	351	359	410

The following sample chart shows the calculations of the cohort factors used to determine the enrollment projections for a sample school. The base cohort factors are a weighted average of the 3 years with the current year changes weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. The Kindergarten enrollment is projected using the birth data instead of the cohort factor. An augmentation is made to the base projections in areas where the impact of the new housing projects exceeds any growth inherent in the cohort factors. Once the baseline projections are calculated for the residents in the attendance area, the intra district and inter district factors are applied to determine the projected enrollment for each school.

Coppin Elem

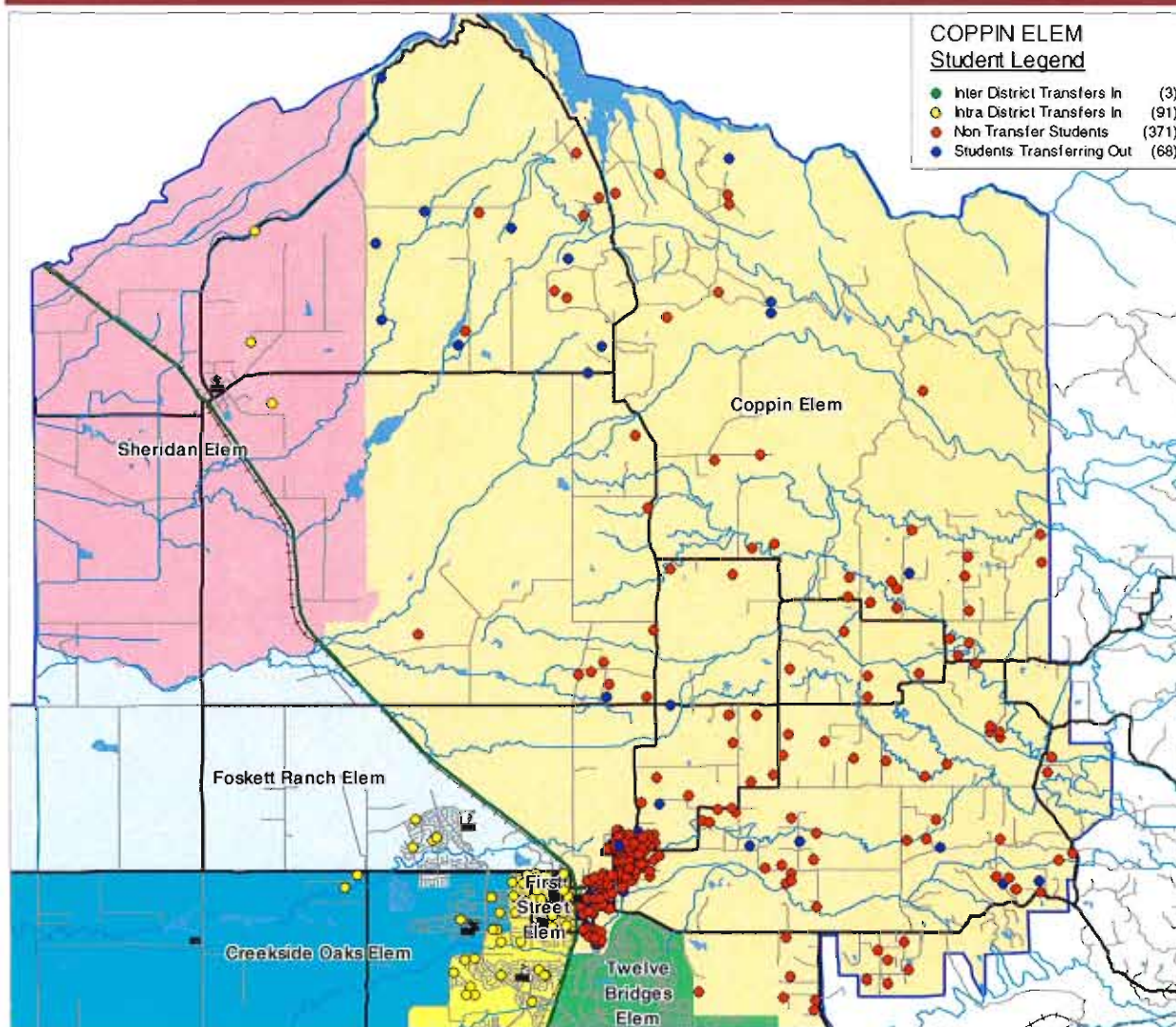
YEAR:	Students in boundary:			Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection
	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>	<u>06 to 07</u>	<u>07 to 08</u>		<u>Intra</u>	<u>Inter</u>		
Grade											
K	62	79	76	67	17	-3	4	-3	1	0	72
1	67	58	80	73	-4	1	-2	5	1	0	69
2	86	77	69	77	10	11	4	2	1	0	78
3	63	92	74	68	6	-3	-1	-5	0	0	69
4	78	69	76	72	6	-16	-5	-4	0	0	57
5	81	83	66	83	5	-3	3	-5	0	0	68
SDC											23
Totals	437	458	441	440	6.7	-2.2	0.5	-1.7	0.5	0	436

School Projections

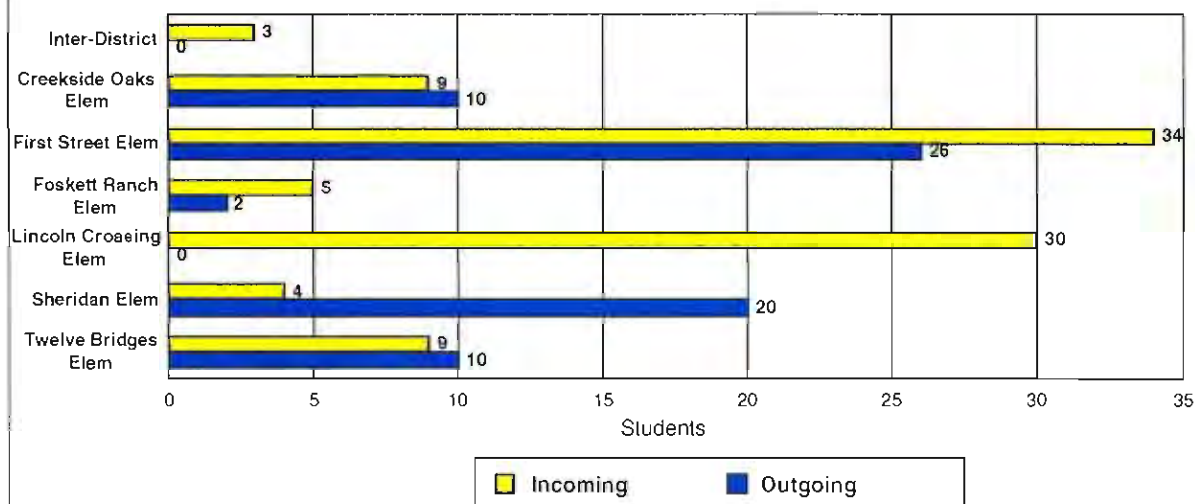
The following charts show the projected enrollment for each school for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary, then there is a net outflow.

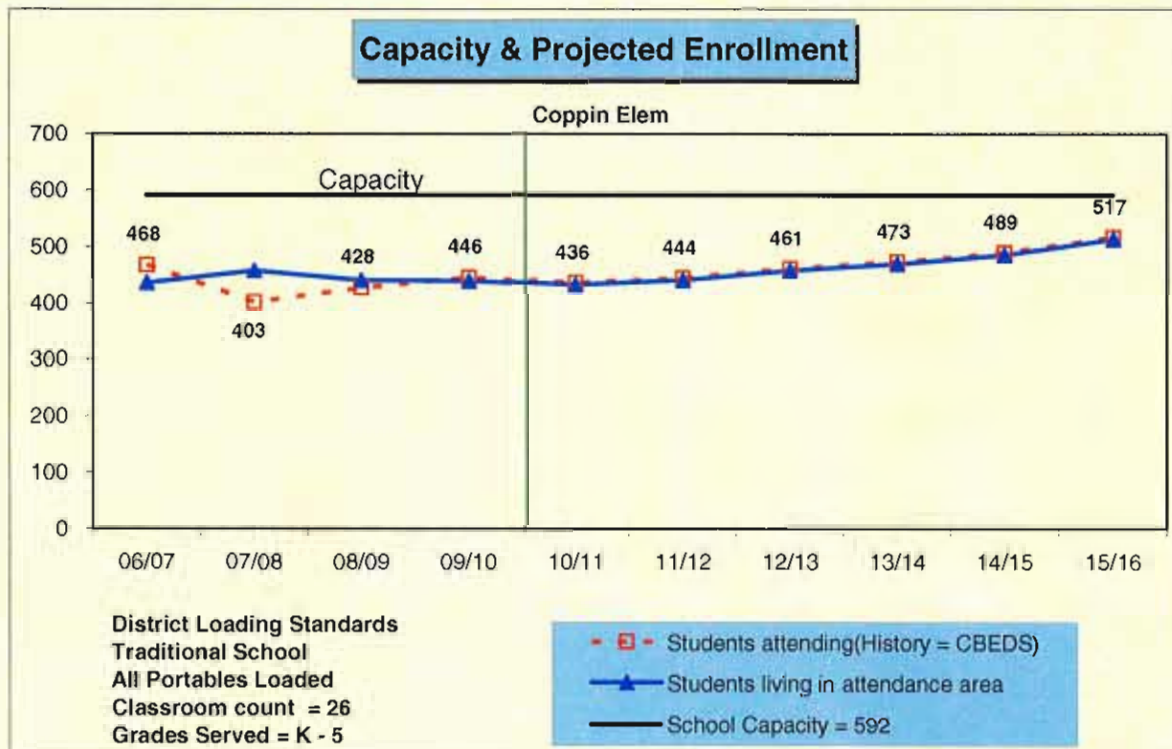
The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available then the attendance patterns will likely change if additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

<u>Grade</u>	<u>Loading Standard</u>
K	25
1-3	20
4-5	31
6-8	32
9-12	32



COPPIN ELEM
Transfer Students





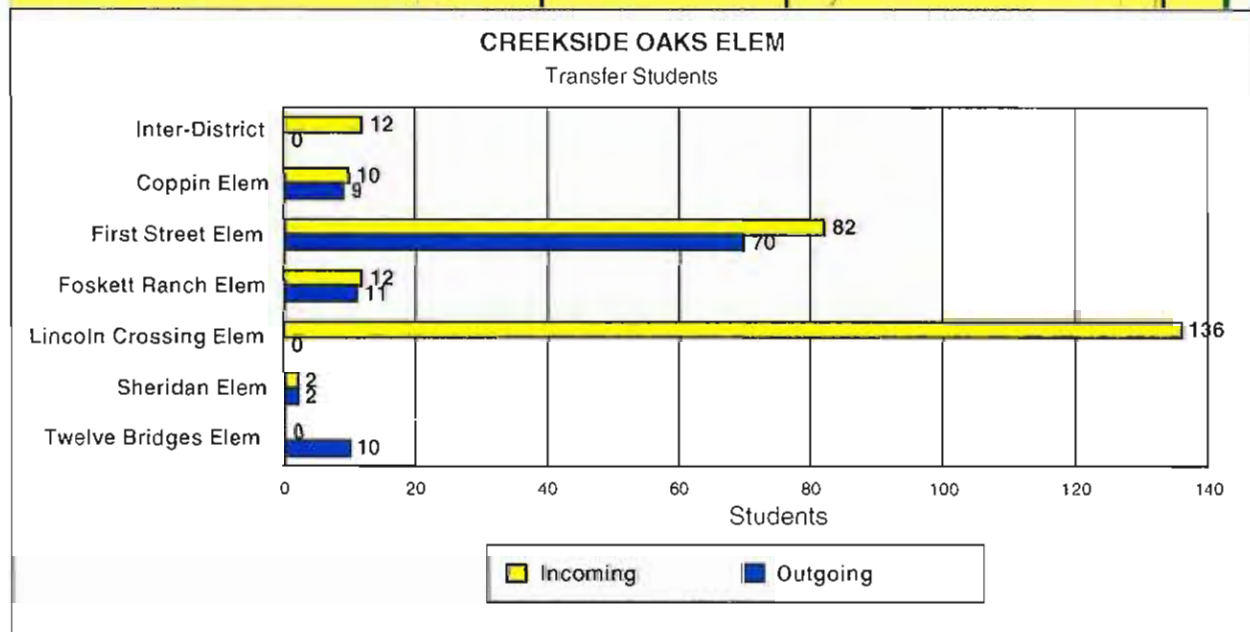
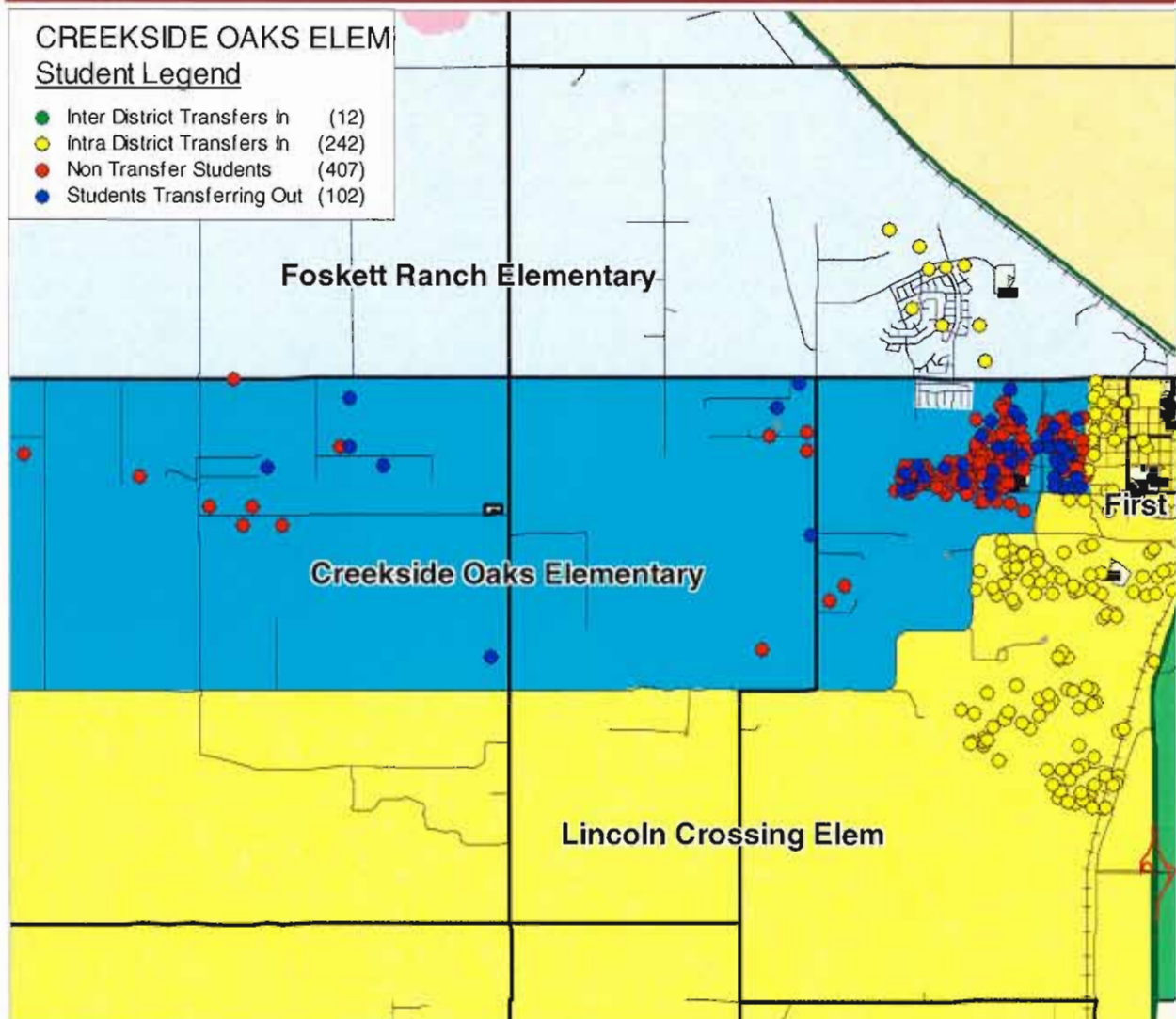
Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	446	18	13	592	0	0	-6	146	
10/11	436	-10	23	592	0	0	-6	156	0
11/12	444	8	23	592	0	0	-6	148	0
12/13	461	17	23	592	0	0	-6	131	0
13/14	473	12	24	592	0	0	-5	119	0
14/15	489	16	24	592	0	0	-4	103	0
15/16	517	28	25	592	0	0	-2	75	0

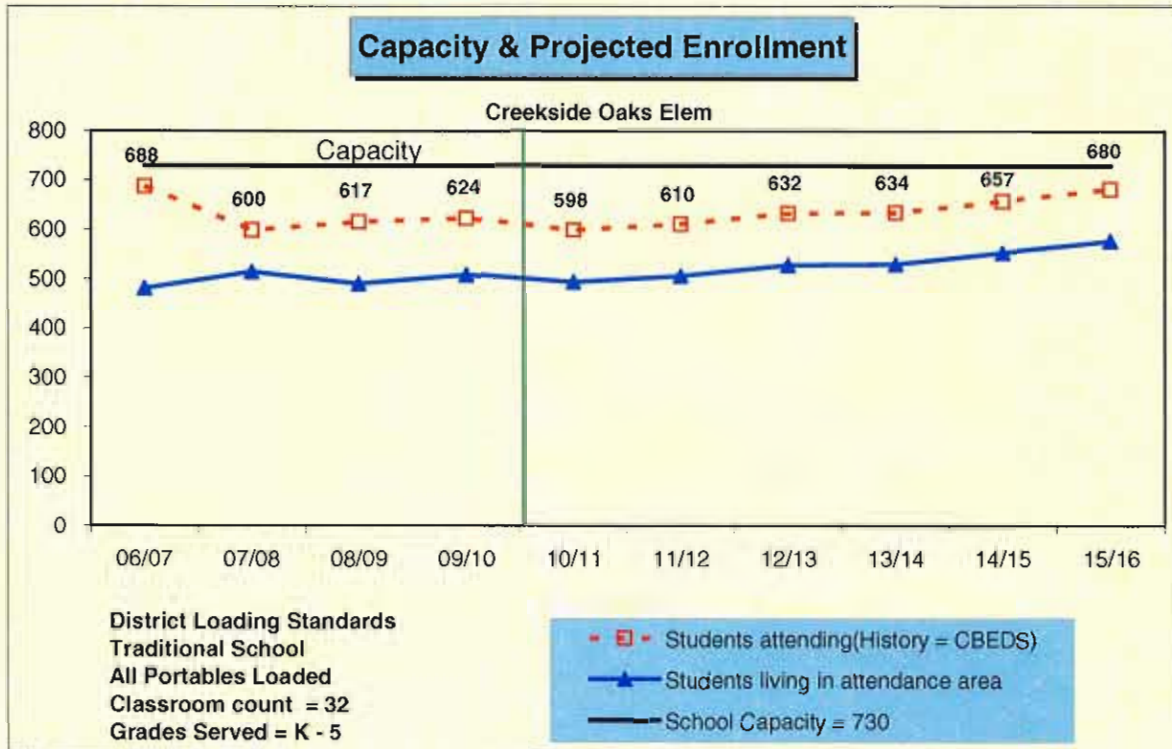
* Based on Students Attending (Squares on Graph)
Classroom count = 26

The current classroom capacity for Coppin Elementary indicates there is room to house 592 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.





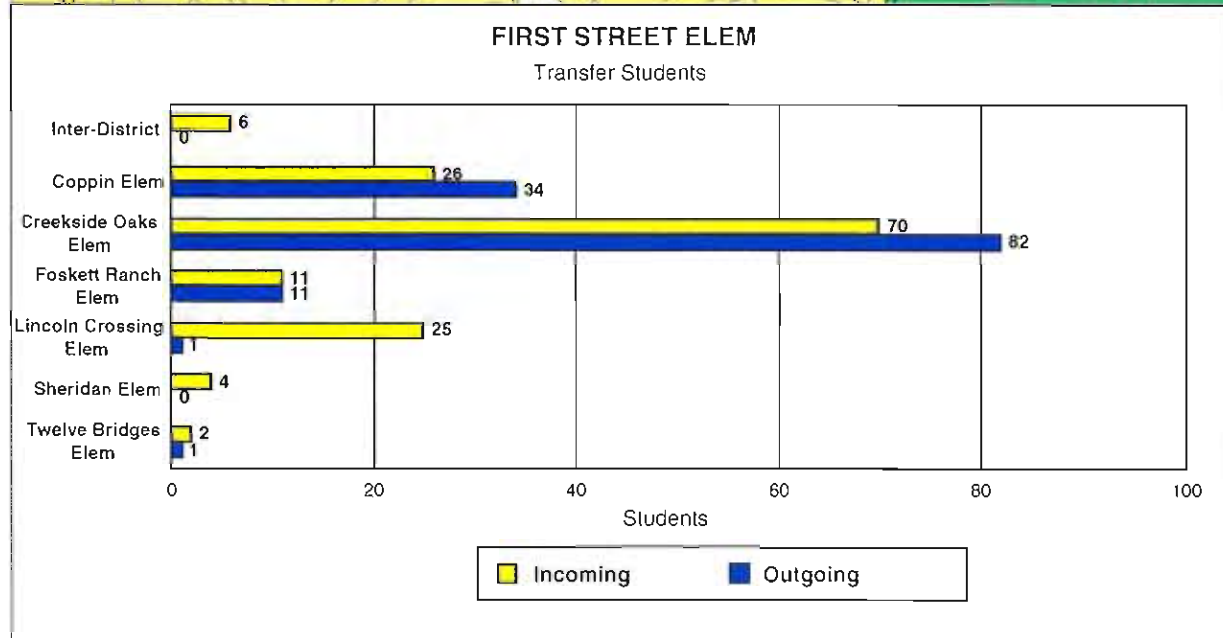
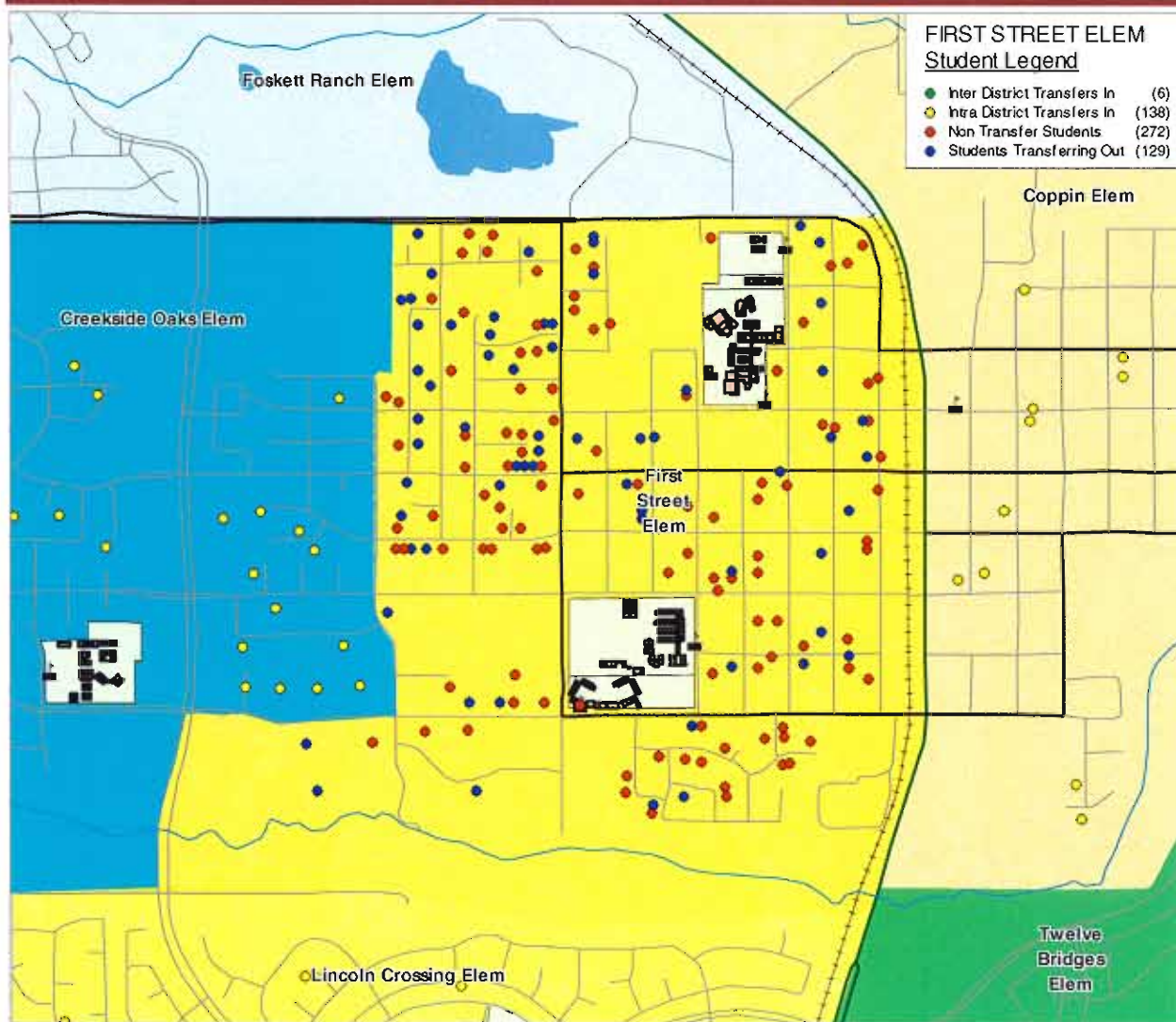
Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	624	7	10	730	0	0	-4	106	
10/11	598	-26	12	730	0	0	-5	132	0
11/12	610	12	12	730	0	0	-6	120	0
12/13	632	22	12	730	0	0	-5	98	0
13/14	634	2	12	730	0	0	-4	96	0
14/15	657	23	12	730	0	0	-3	73	0
15/16	680	23	12	730	0	0	-2	50	0

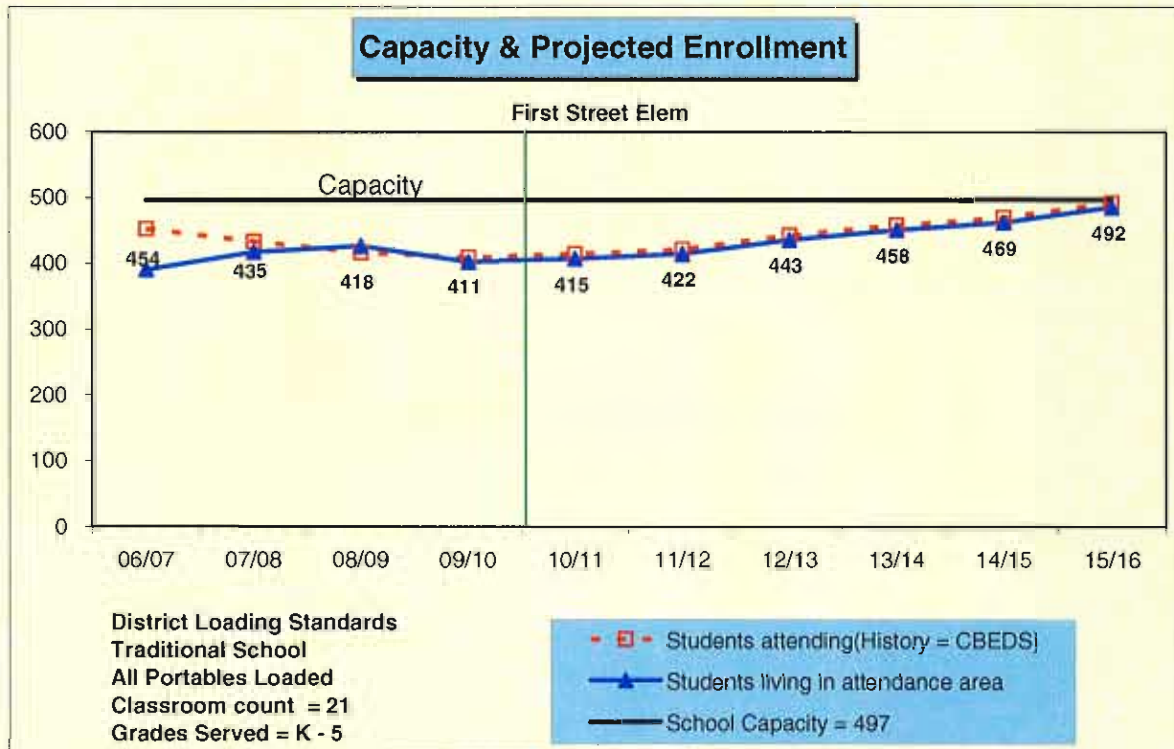
* Based on Students Attending (Squares on Graph)
Classroom count = 32

The current classroom capacity for Creekside Oaks Elementary indicates there is room to house 730 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.





Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	411	-7	0	497	0	0	-3	86	0
10/11	415	4	0	497	0	0	-4	82	0
11/12	422	7	0	497	0	0	-3	75	0
12/13	443	21	0	497	0	0	-2	54	0
13/14	458	15	0	497	0	0	-2	39	0
14/15	469	11	0	497	0	0	-1	28	0
15/16	492	23	0	497	0	0	0	5	0

* Based on Students Attending (Squares on Graph)
Classroom count = 21

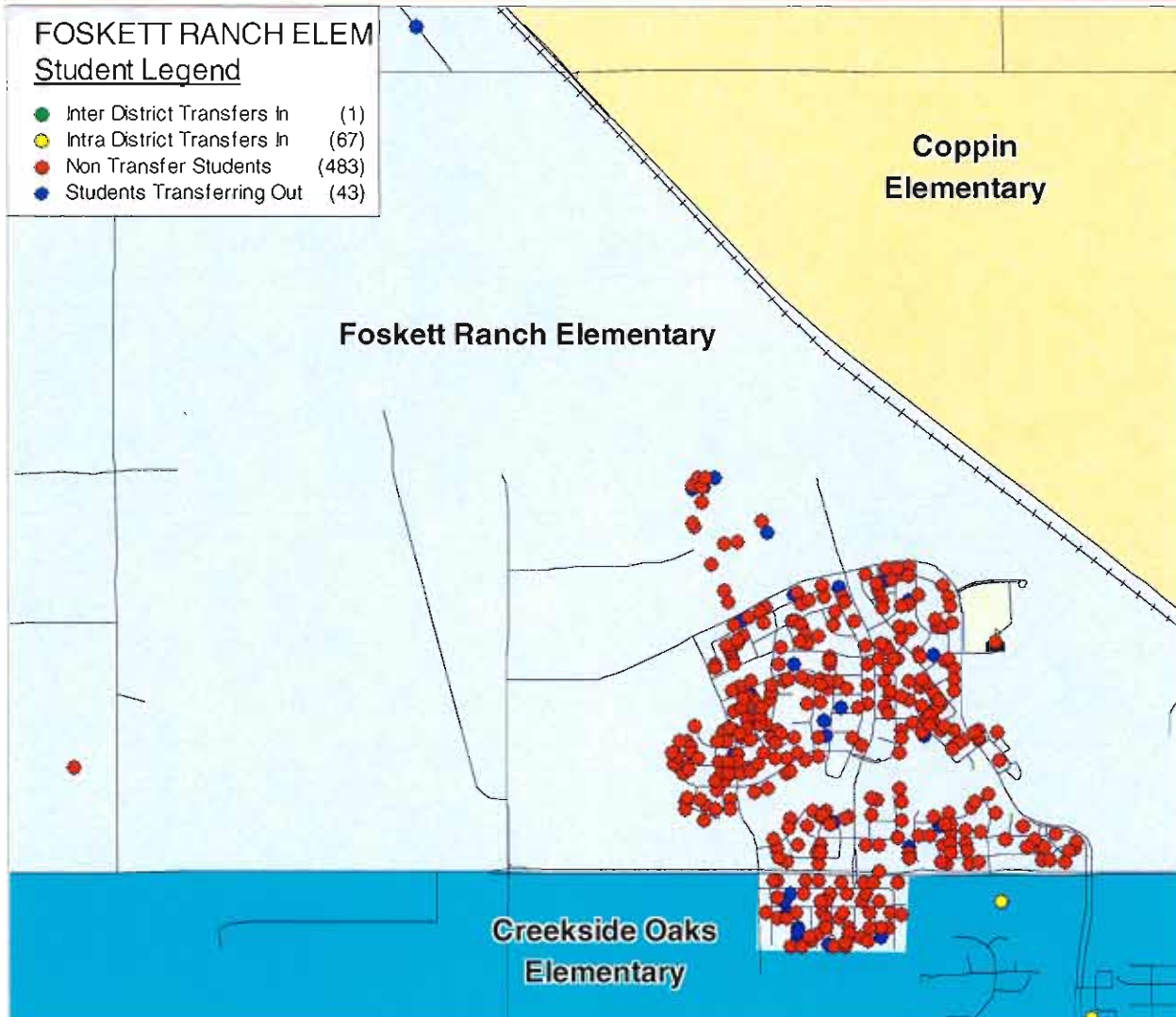
The current classroom capacity for First Street Elementary indicates there is room to house 497 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

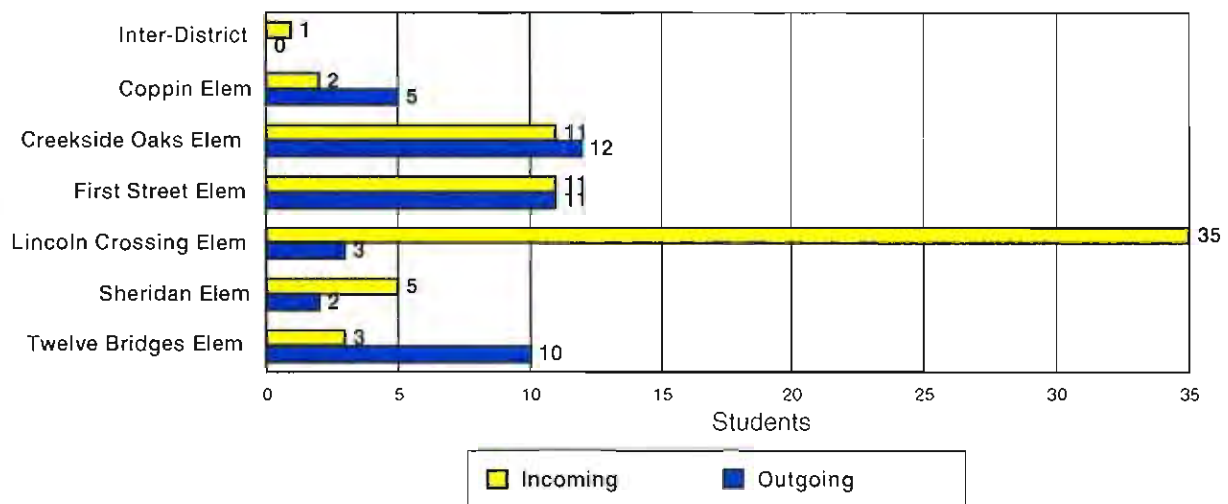
This chart indicates an increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.

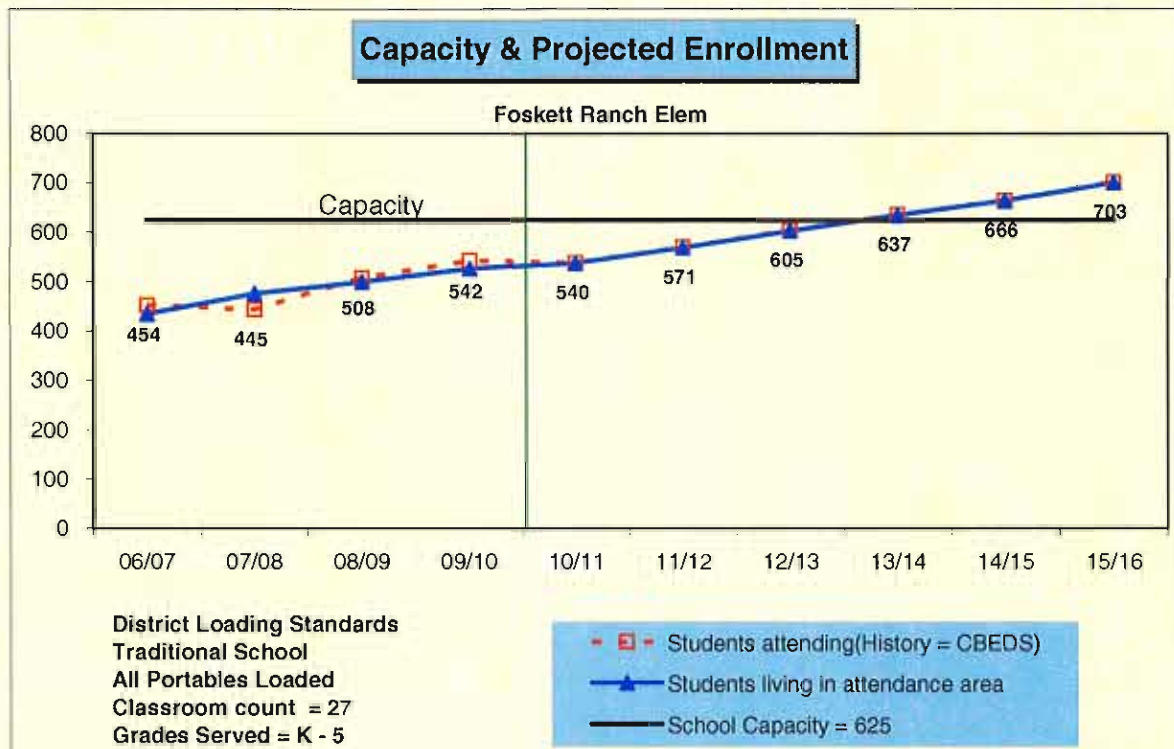
FOSKETT RANCH ELEM
Student Legend

- Inter District Transfers In (1)
- Intra District Transfers In (67)
- Non Transfer Students (483)
- Students Transferring Out (43)



FOSKETT RANCH ELEM
Transfer Students





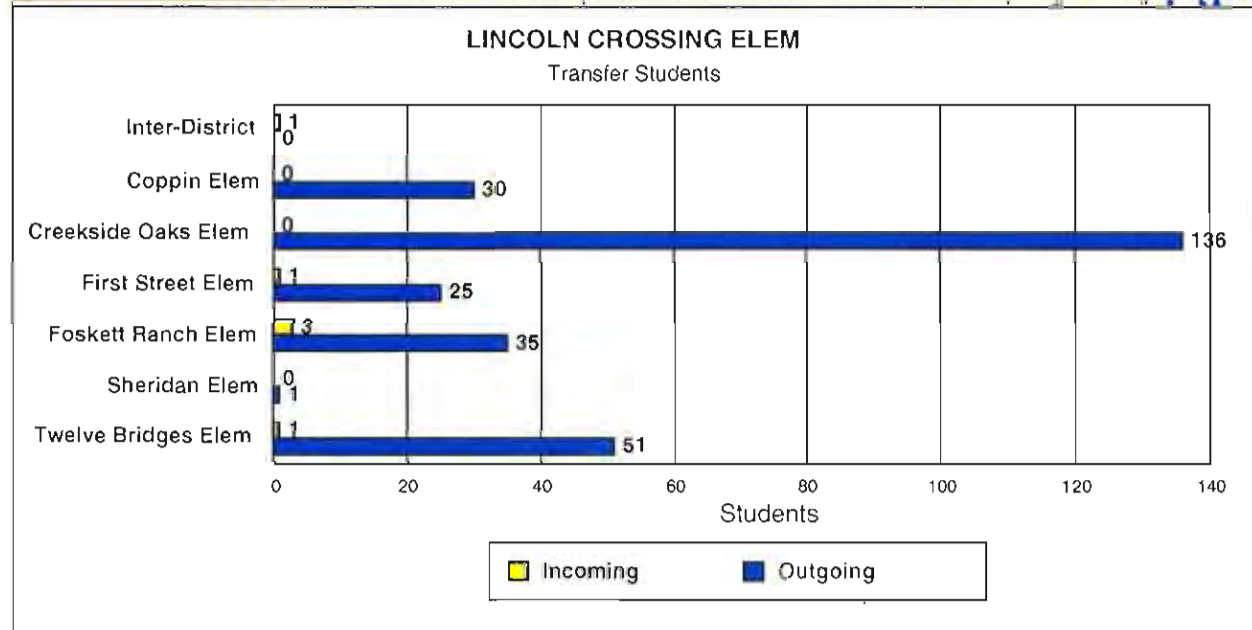
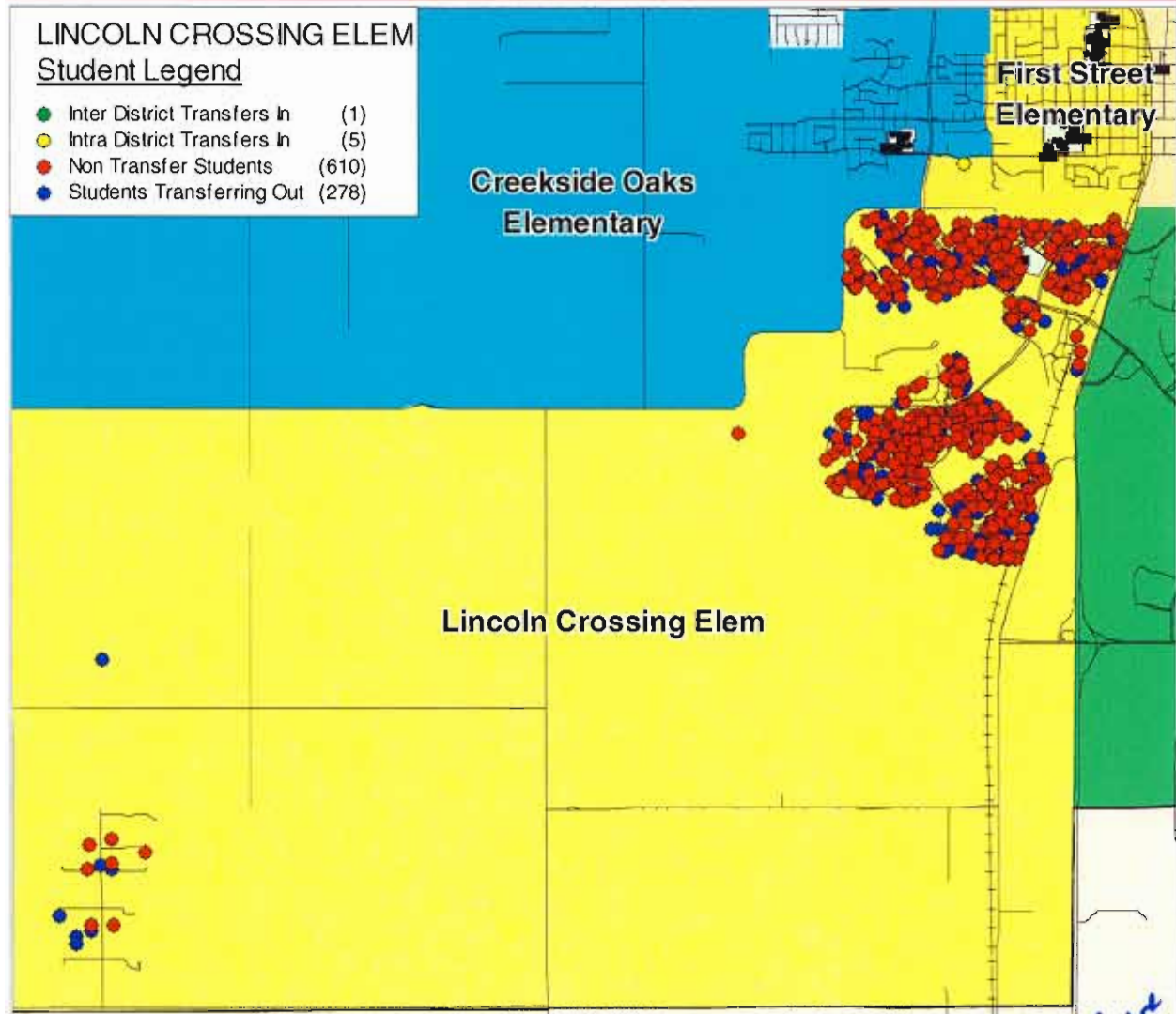
Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	542	34	15	625	0	0	-3	83	
10/11	540	-2	15	625	0	0	-3	85	20
11/12	571	31	16	625	0	0	-3	54	46
12/13	605	34	18	625	0	0	0	20	63
13/14	637	32	18	625	12	2	2	0	70
14/15	666	29	18	625	41	1	3	0	70
15/16	703	37	18	625	78	2	5	0	70

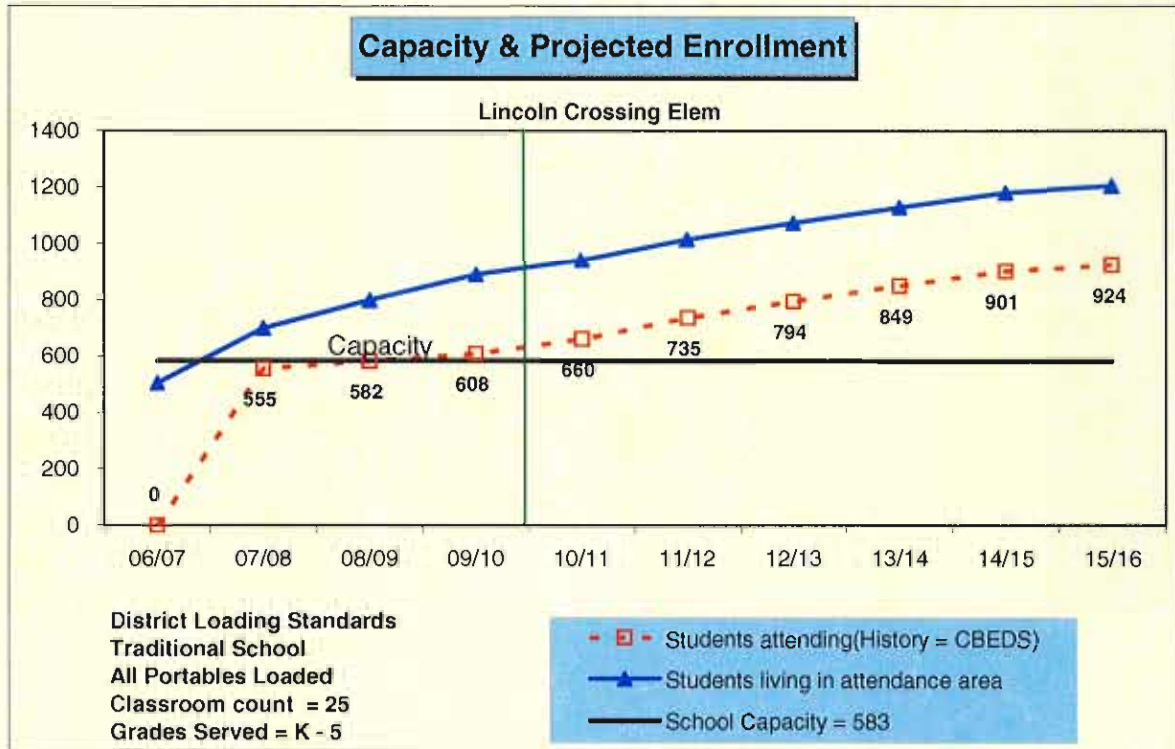
* Based on Students Attending (Squares on Graph)
Classroom count = 27

The current classroom capacity for Foskett Elementary indicates there is room to house 625 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, five new classrooms will be needed.





Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	608	26	0	583	25	1	1	0	
10/11	660	52	0	583	77	3	4	0	40
11/12	735	75	0	583	152	3	7	0	76
12/13	794	59	0	583	211	2	9	0	105
13/14	849	55	0	583	266	1	10	0	137
14/15	901	52	0	583	318	3	13	0	137
15/16	924	23	0	583	341	1	14	0	137

* Based on Students Attending (Squares on Graph)
Classroom count = 25

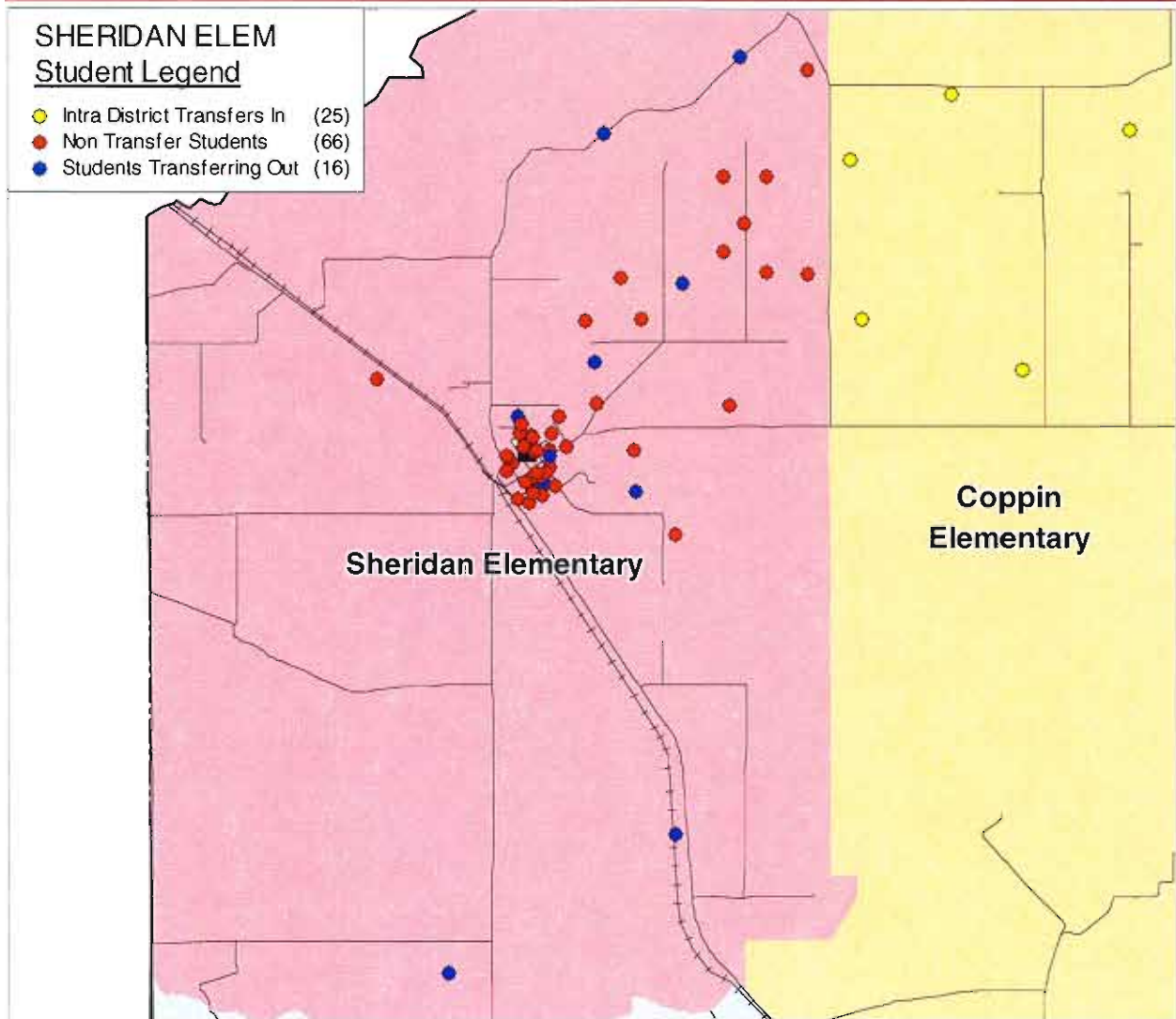
The current classroom capacity for Lincoln Crossing Elementary indicates there is room to house 583 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

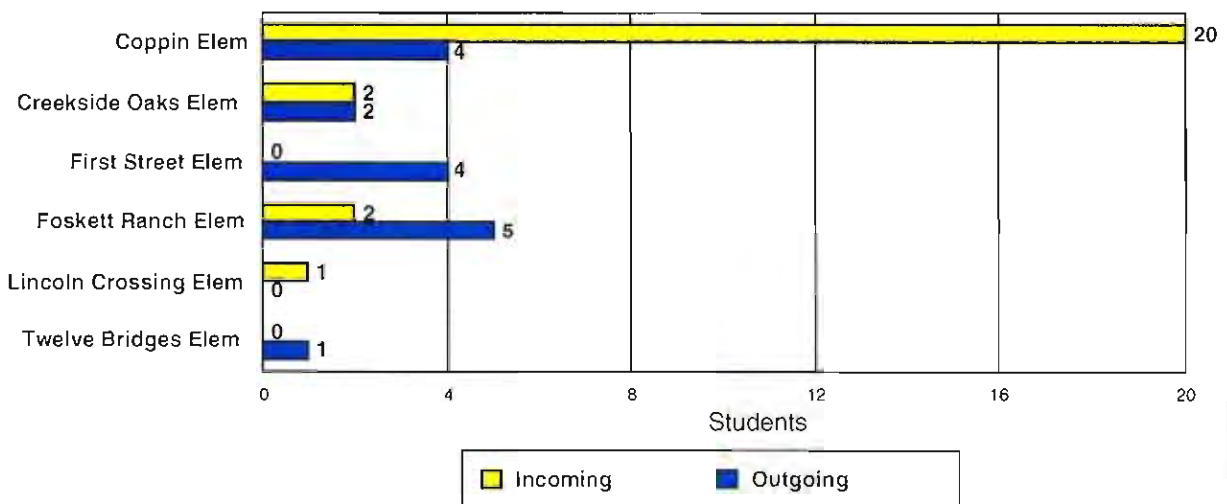
This chart indicates an increase in enrollment over the next six years. Under these circumstances, fourteen new classrooms will be needed.

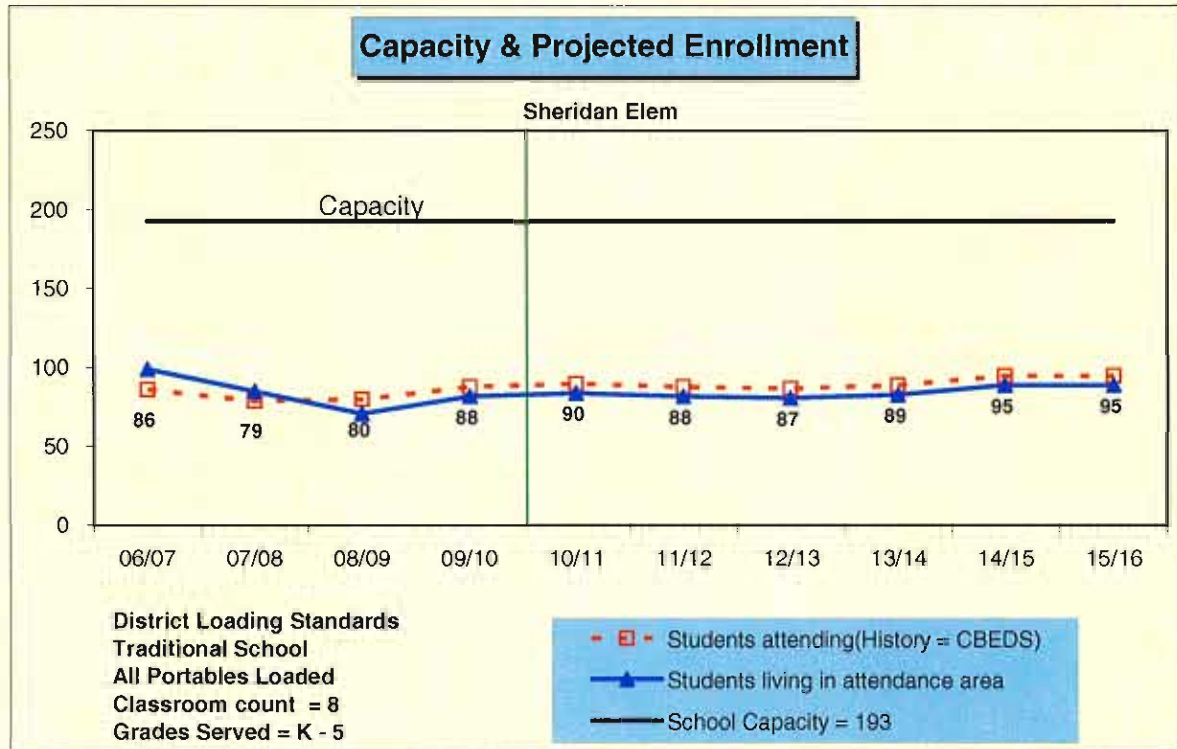
SHERIDAN ELEM
Student Legend

- Intra District Transfers In (25)
- Non Transfer Students (66)
- Students Transferring Out (16)



SHERIDAN ELEM
 Transfer Students





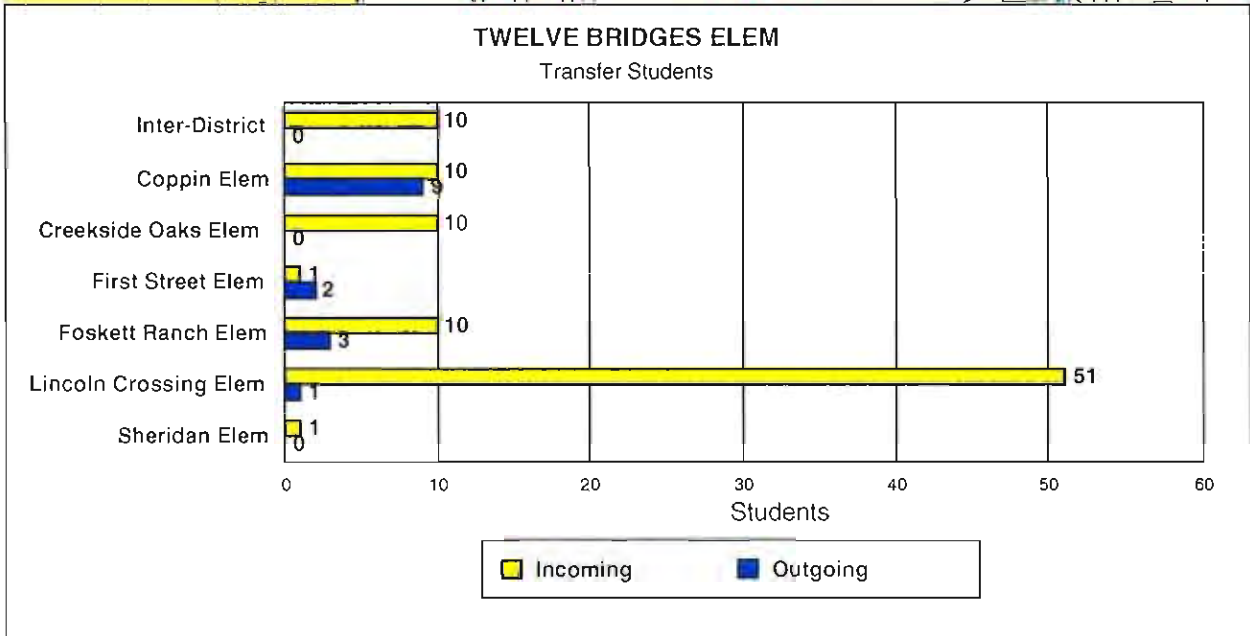
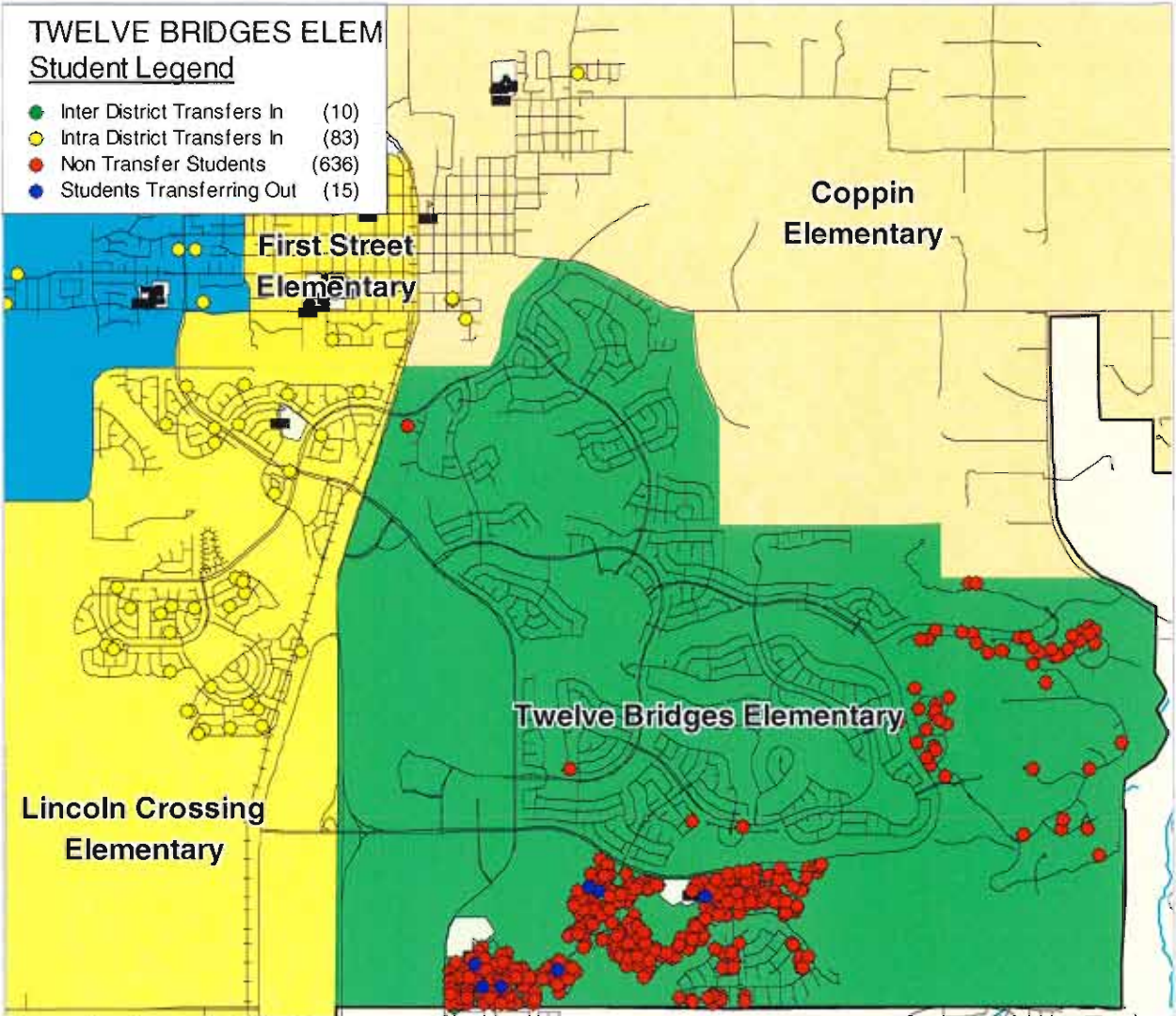
Classroom Needs Timeline										Projected
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats		Housing Units
09/10	88	8	0	193	0	0	-4	105		
10/11	90	2	0	193	0	0	-4	103		0
11/12	88	-2	0	193	0	0	-4	105		0
12/13	87	-1	0	193	0	0	-4	106		0
13/14	89	2	0	193	0	0	-4	104		0
14/15	95	6	0	193	0	0	-4	98		0
15/16	95	0	0	193	0	0	-4	98		0

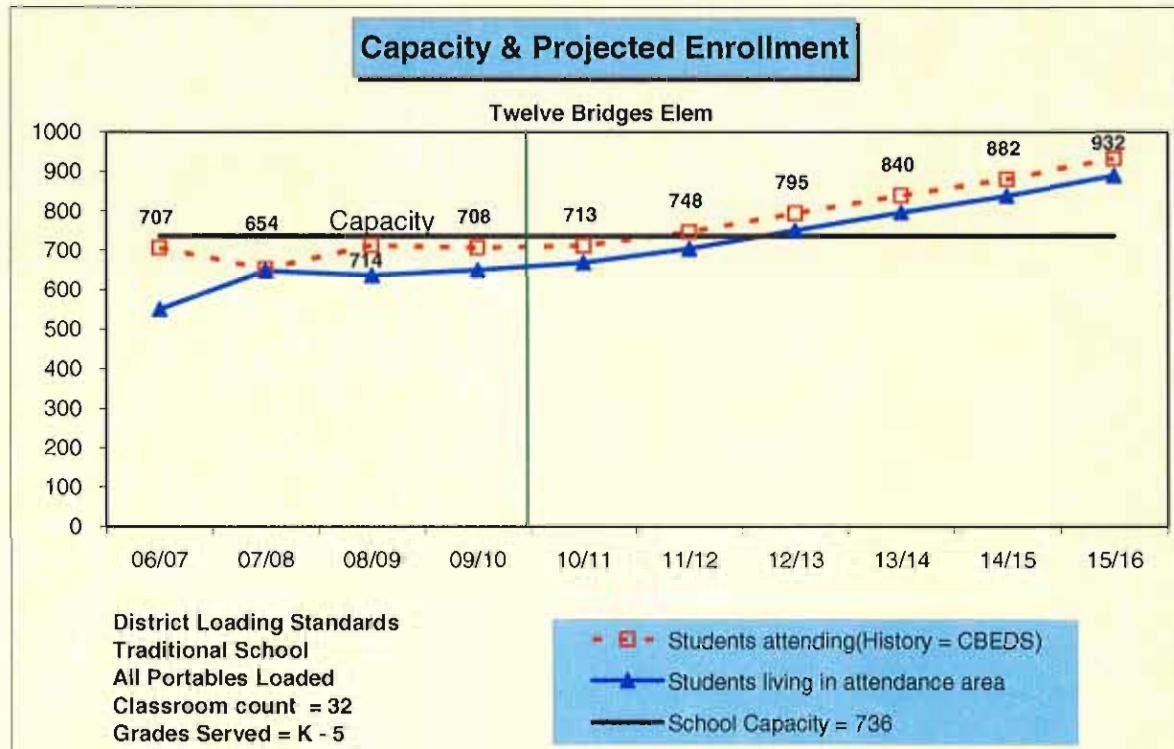
* Based on Students Attending (Squares on Graph)
Classroom count = 8

The current classroom capacity for Sheridan Elementary indicates there is room to house 193 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates a slight increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.





Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	708	-6	14	736	0	0	-1	28	
10/11	713	5	13	736	0	0	-1	23	20
11/12	748	35	15	736	12	0	0	0	40
12/13	795	47	17	736	59	2	2	0	59
13/14	840	45	18	736	104	3	5	0	75
14/15	882	42	18	736	146	1	6	0	75
15/16	932	50	18	736	196	3	9	0	75

* Based on Students Attending (Squares on Graph)
Classroom count = 32

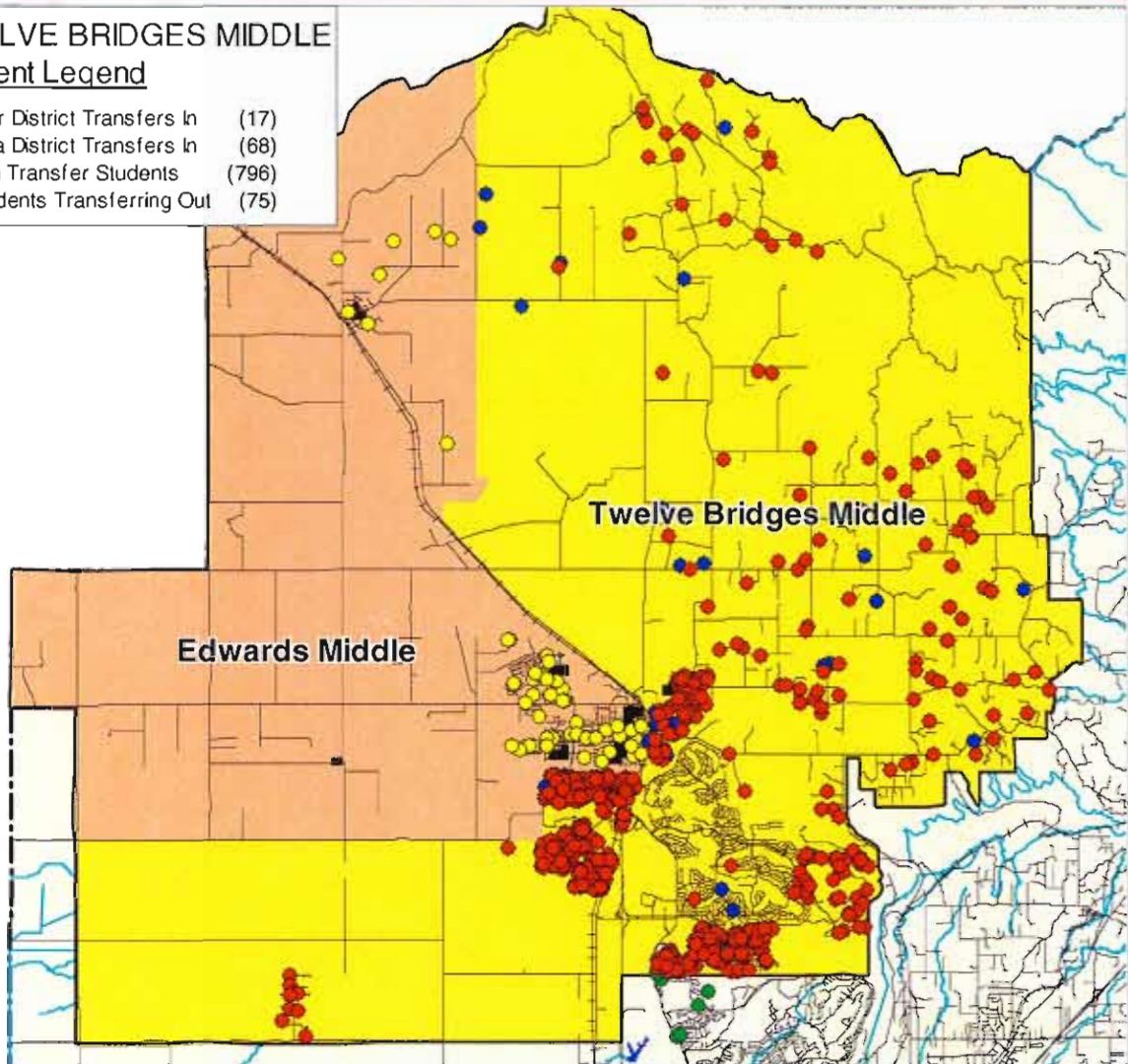
The current classroom capacity for Twelve Bridges Elementary indicates there is room to house 736 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

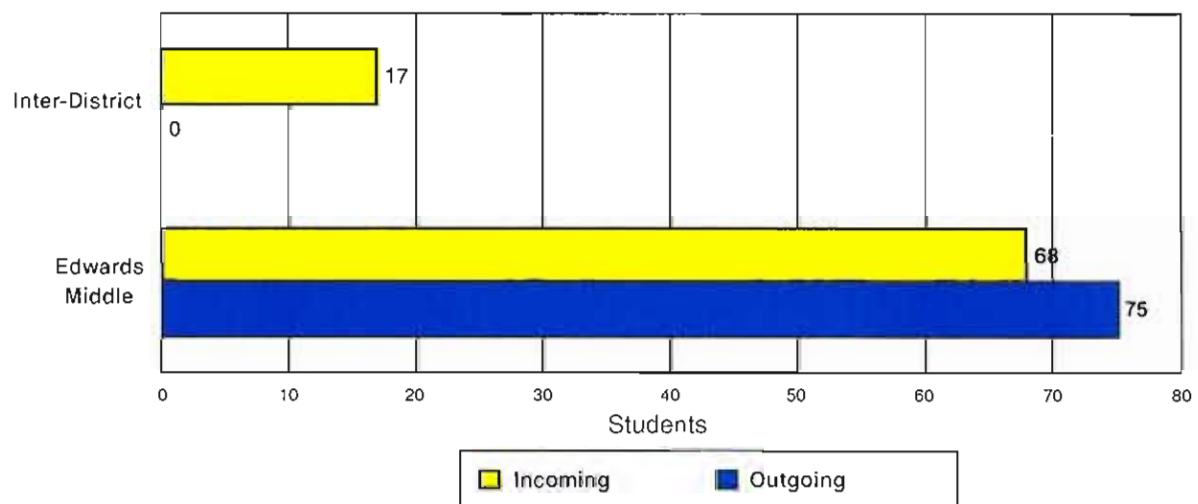
This chart indicates an increase in enrollment over the next six years. Under these circumstances, nine new classrooms will be needed.

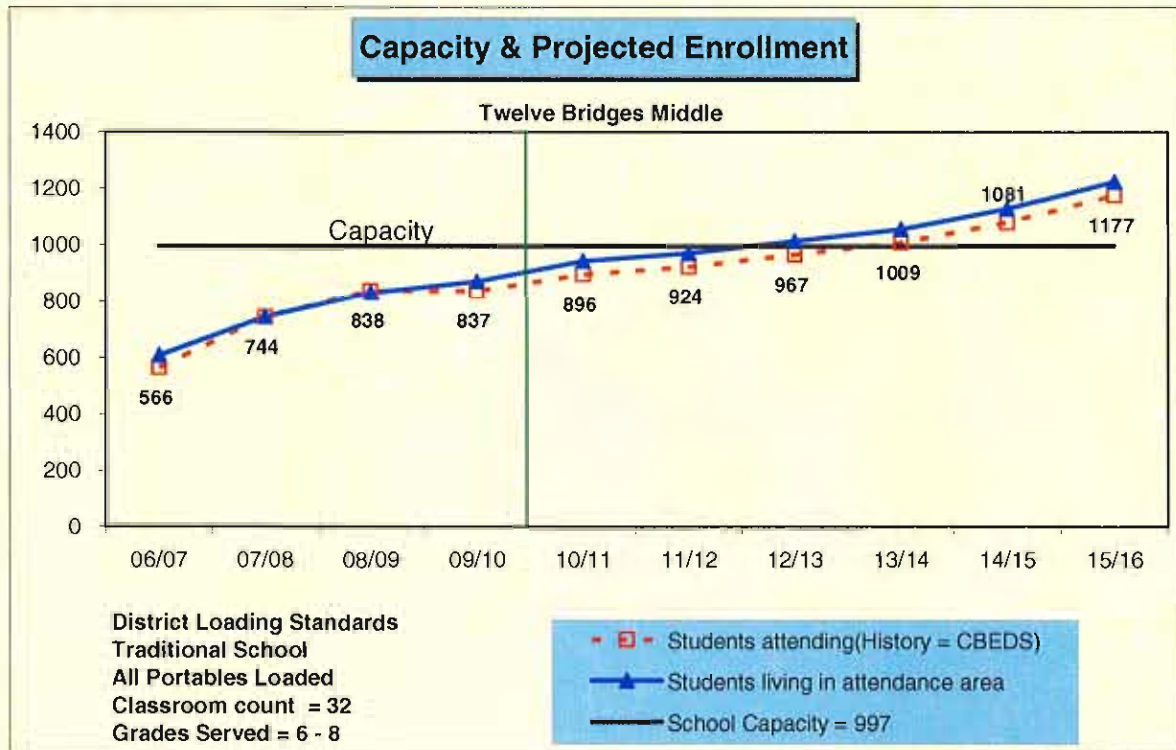
TWELVE BRIDGES MIDDLE Student Legend

- Inter District Transfers In (17)
- Intra District Transfers In (68)
- Non Transfer Students (796)
- Students Transferring Out (75)



TWELVE BRIDGES MIDDLE Transfer Students





Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	837	-1	14	997	0	0	-5	160	
10/11	896	59	15	997	0	0	-3	101	60
11/12	924	28	15	997	0	0	-2	73	116
12/13	967	43	16	997	0	0	-1	30	164
13/14	1009	42	17	997	12	0	0	0	212
14/15	1081	72	18	997	84	4	4	0	212
15/16	1177	96	20	997	180	3	7	0	212

* Based on Students Attending (Squares on Graph)
Classroom count = 32

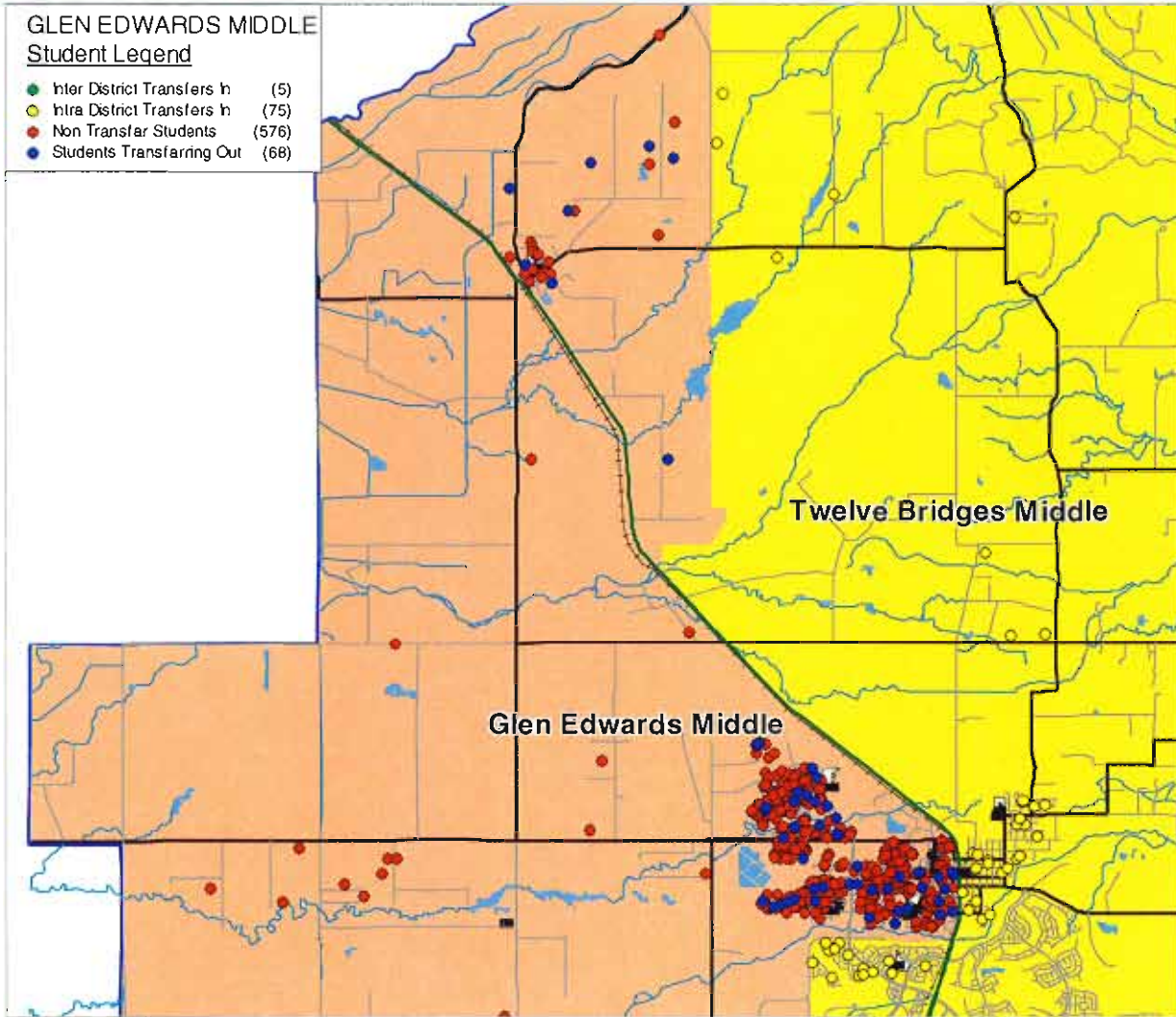
The current classroom capacity for Twelve Bridges Middle indicates there is room to house 997 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, seven new classrooms will be needed.

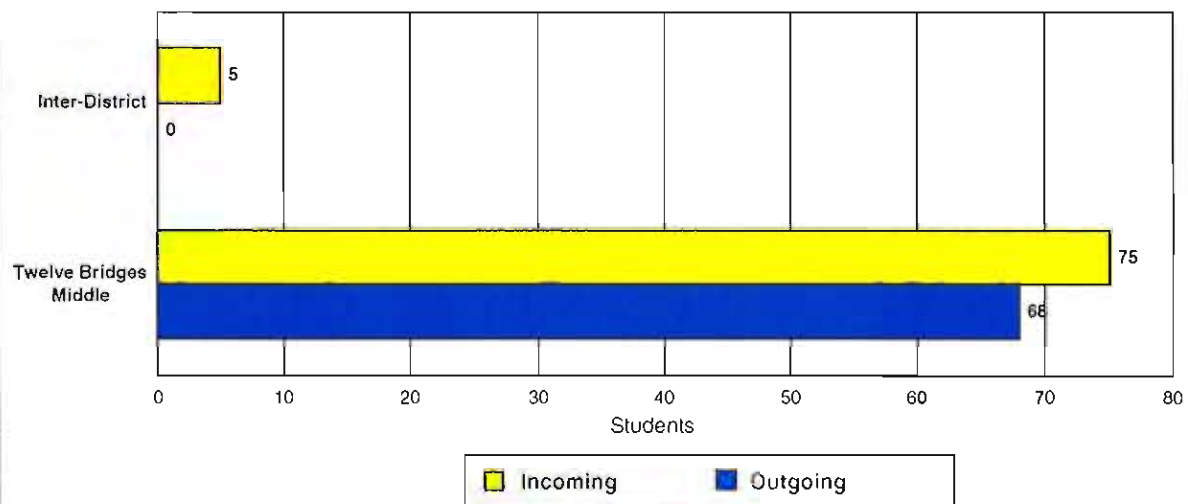
GLEN EDWARDS MIDDLE
Student Legend

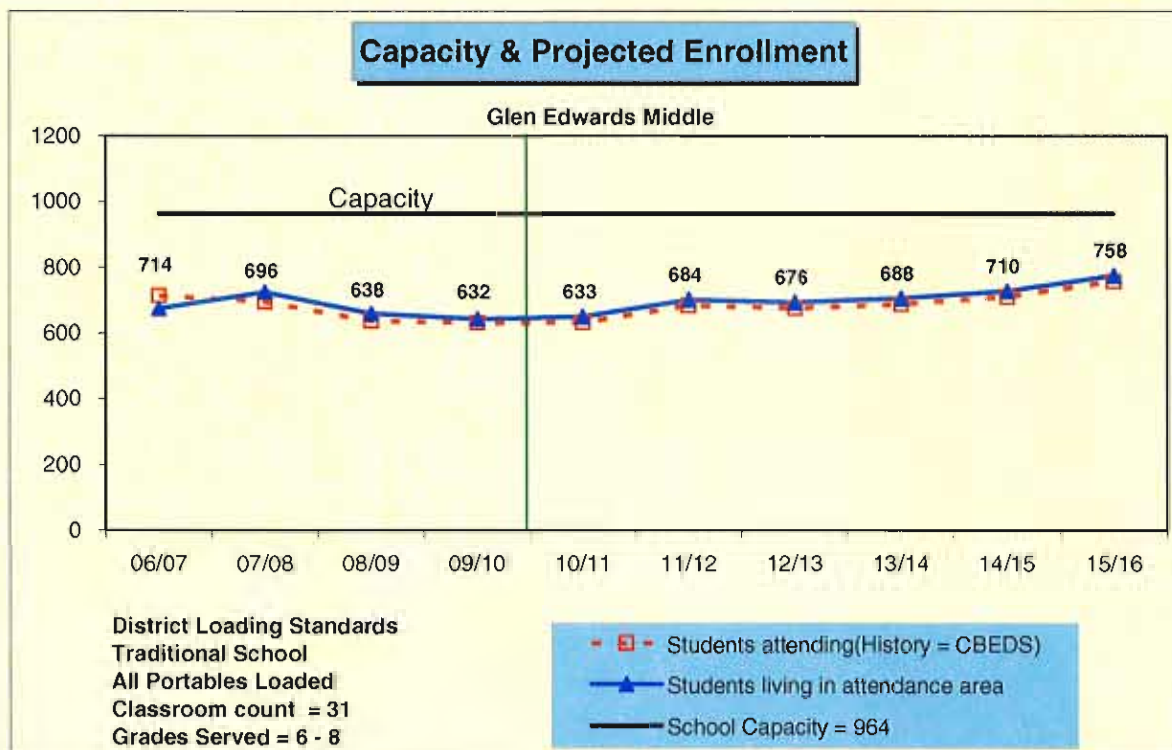
- Inter District Transfers In (5)
- Intra District Transfers In (75)
- Non Transfer Students (576)
- Students Transferring Out (68)



GLEN EDWARDS MIDDLE

Transfer Students





Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
09/10	632	-6	12	964	0	0	-10	332	
10/11	633	1	12	964	0	0	-10	331	20
11/12	684	51	14	964	0	0	-9	280	46
12/13	676	-8	14	964	0	0	-10	288	63
13/14	688	12	14	964	0	0	-9	276	70
14/15	710	22	14	964	0	0	-8	254	70
15/16	758	48	14	964	0	0	-7	206	70

* Based on Students Attending (Squares on Graph)
Classroom count = 31

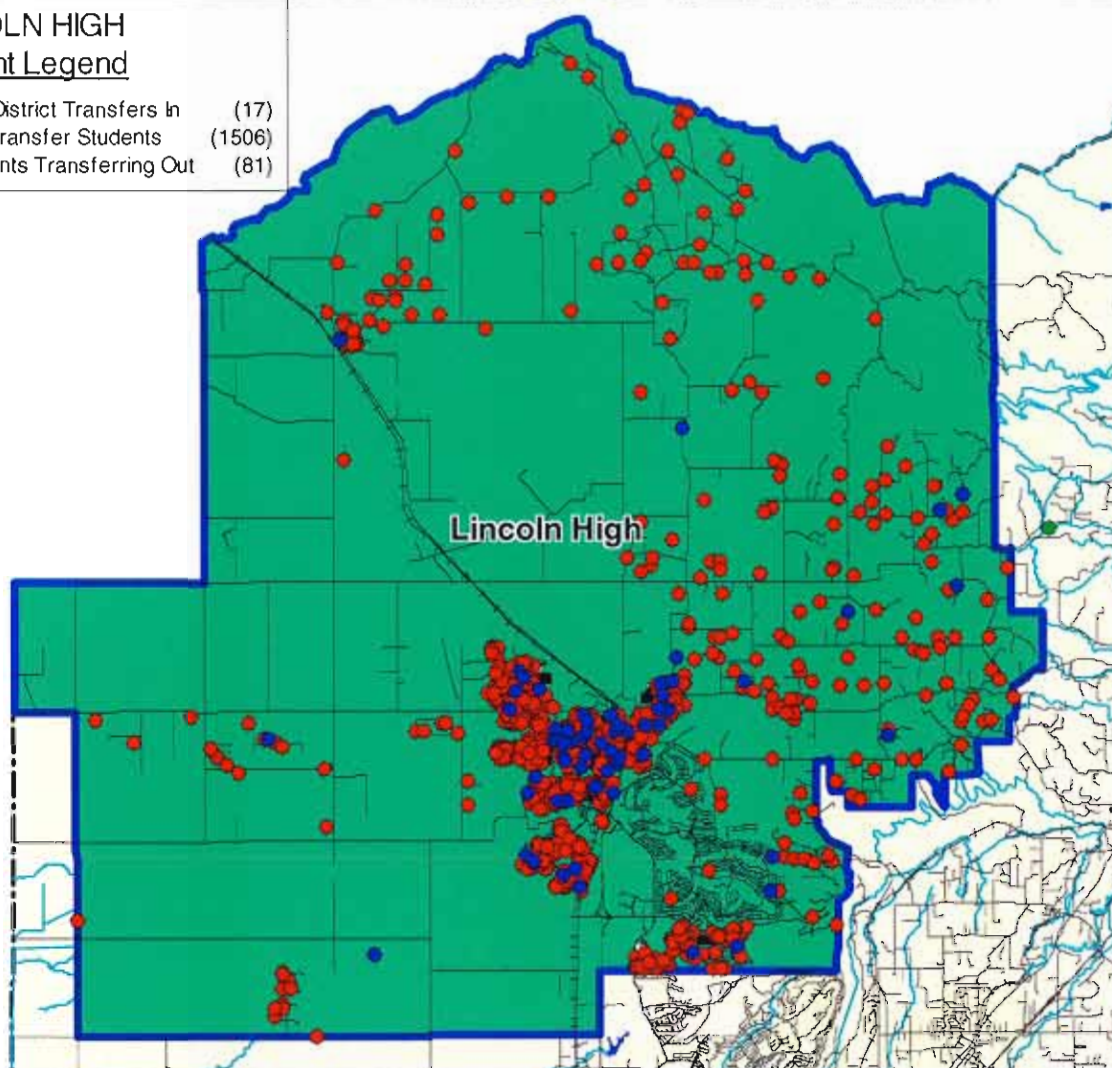
The current classroom capacity for Glen Edwards Middle indicates there is room to house 964 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

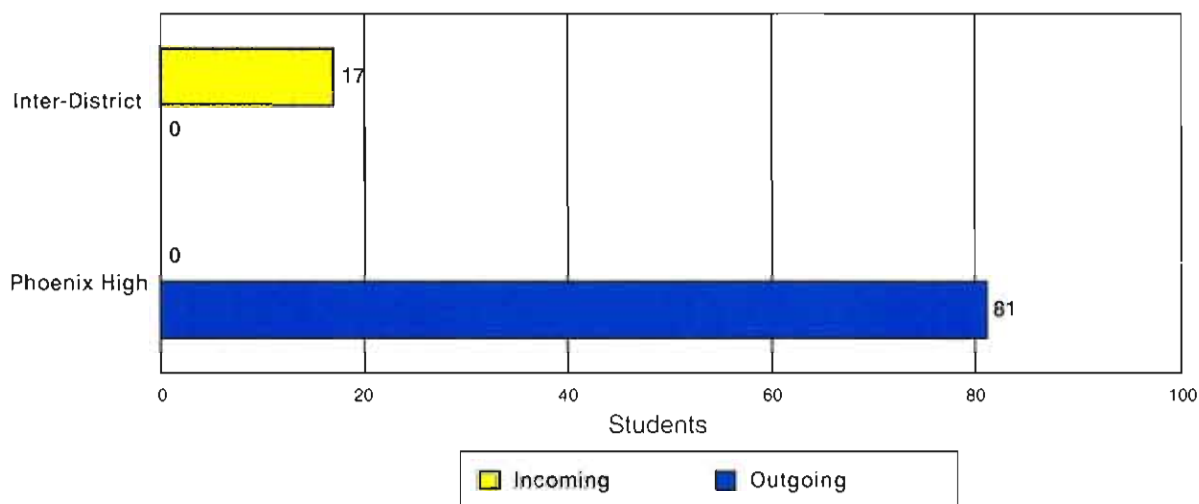
This chart indicates an increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.

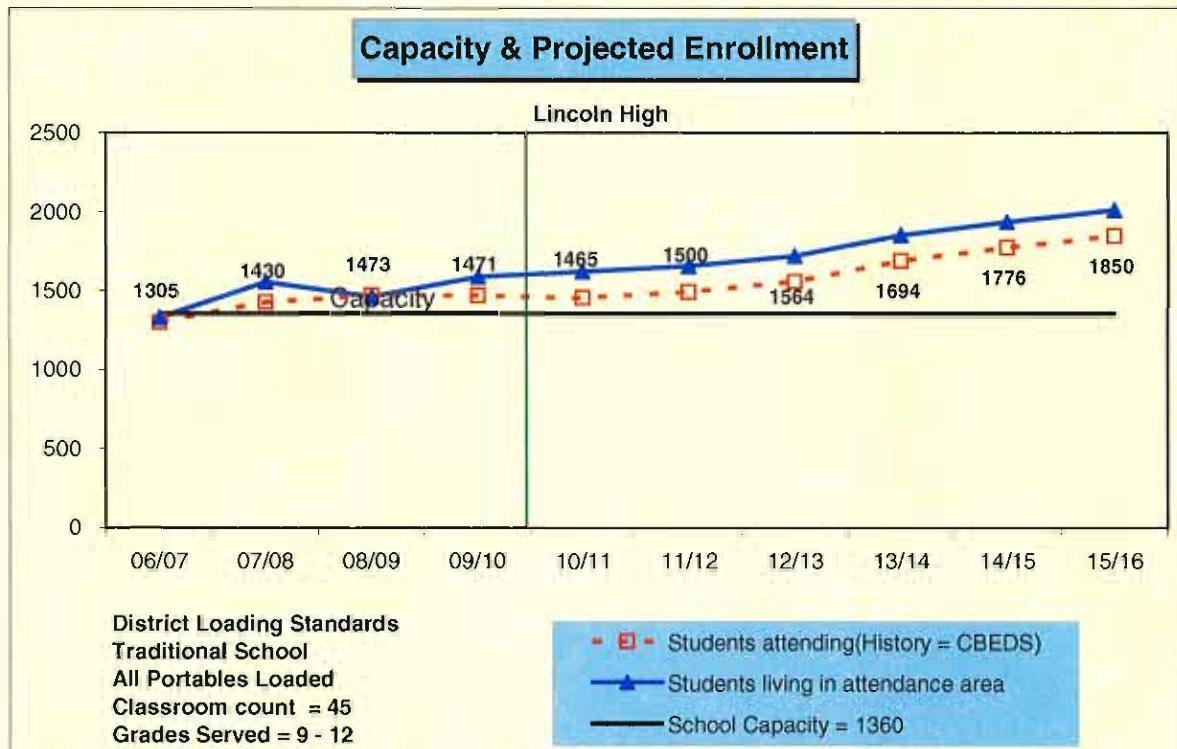
LINCOLN HIGH Student Legend

- Inter District Transfers In (17)
- Non Transfer Students (1506)
- Students Transferring Out (81)



LINCOLN HIGH Transfer Students





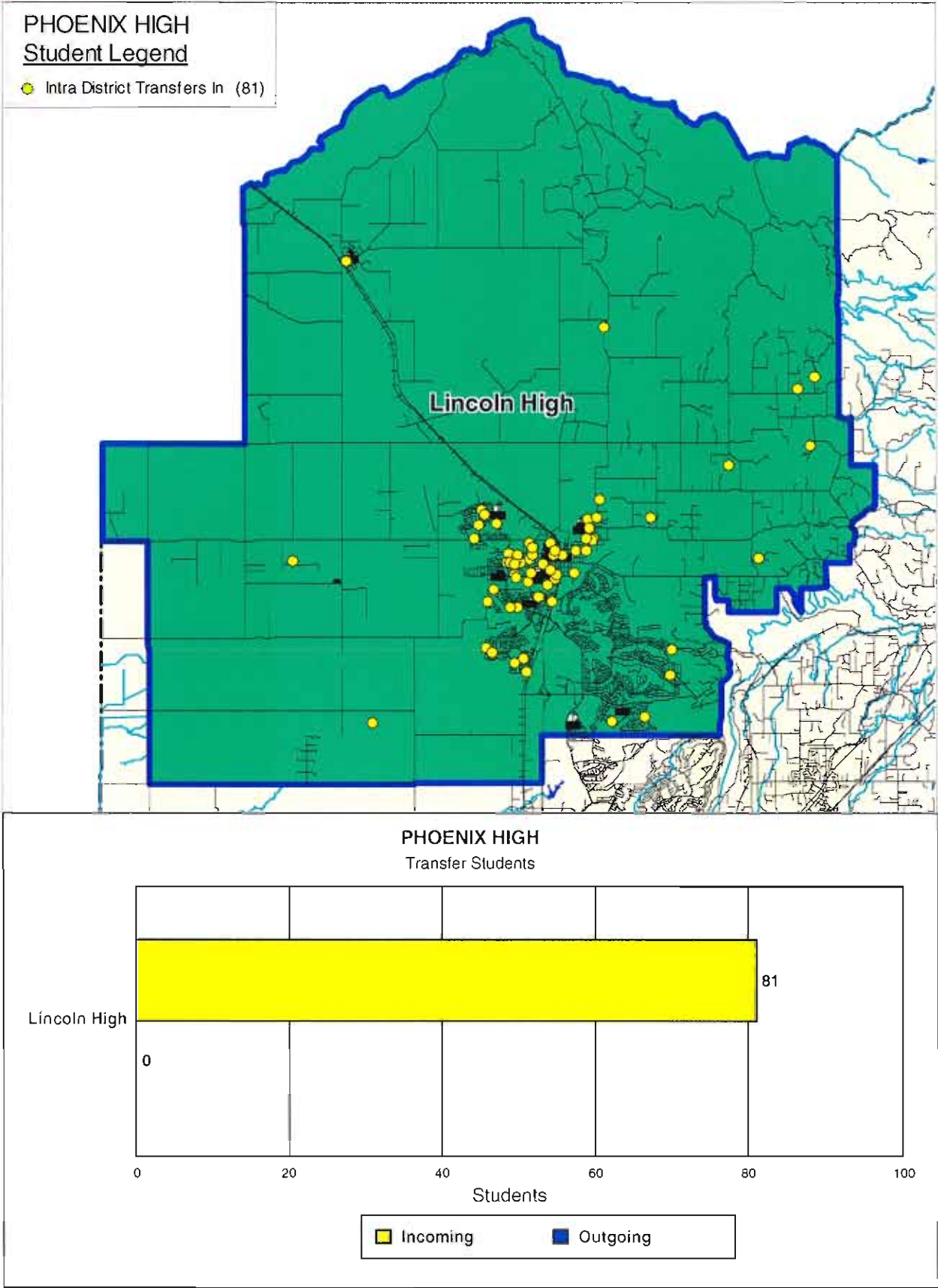
Classroom Needs Timeline										Projected
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats		Housing Units
09/10	1471	-2	44	1360	111	4	4	0		
10/11	1465	-6	44	1360	105	0	3	0		80
11/12	1500	35	46	1360	140	0	4	0		162
12/13	1564	64	48	1360	204	2	6	0		227
13/14	1694	130	52	1360	334	4	10	0		282
14/15	1776	82	54	1360	416	4	14	0		282
15/16	1850	74	56	1360	490	2	16	0		282

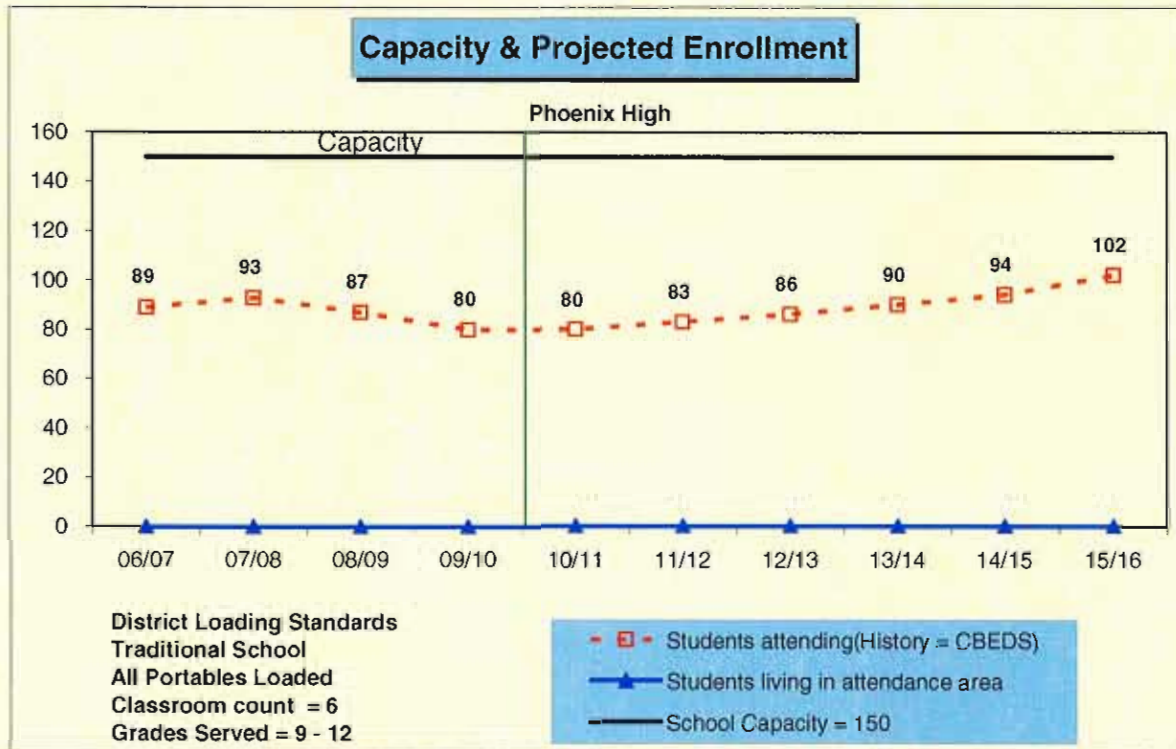
* Based on Students Attending (Squares on Graph)
Classroom count = 45

The current classroom capacity for Lincoln High indicates there is room to house 1,360 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, sixteen new classrooms will be needed.





Classroom Needs Timeline										Projected
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats		Housing Units
09/10	80	-7	0	150	0	0	-3	70		
10/11	80	0	0	150	0	0	-3	70		80
11/12	83	3	0	150	0	0	-3	67		162
12/13	86	3	0	150	0	0	-3	64		227
13/14	90	4	0	150	0	0	-2	60		282
14/15	94	4	0	150	0	0	-2	56		282
15/16	102	8	0	150	0	0	-2	48		282

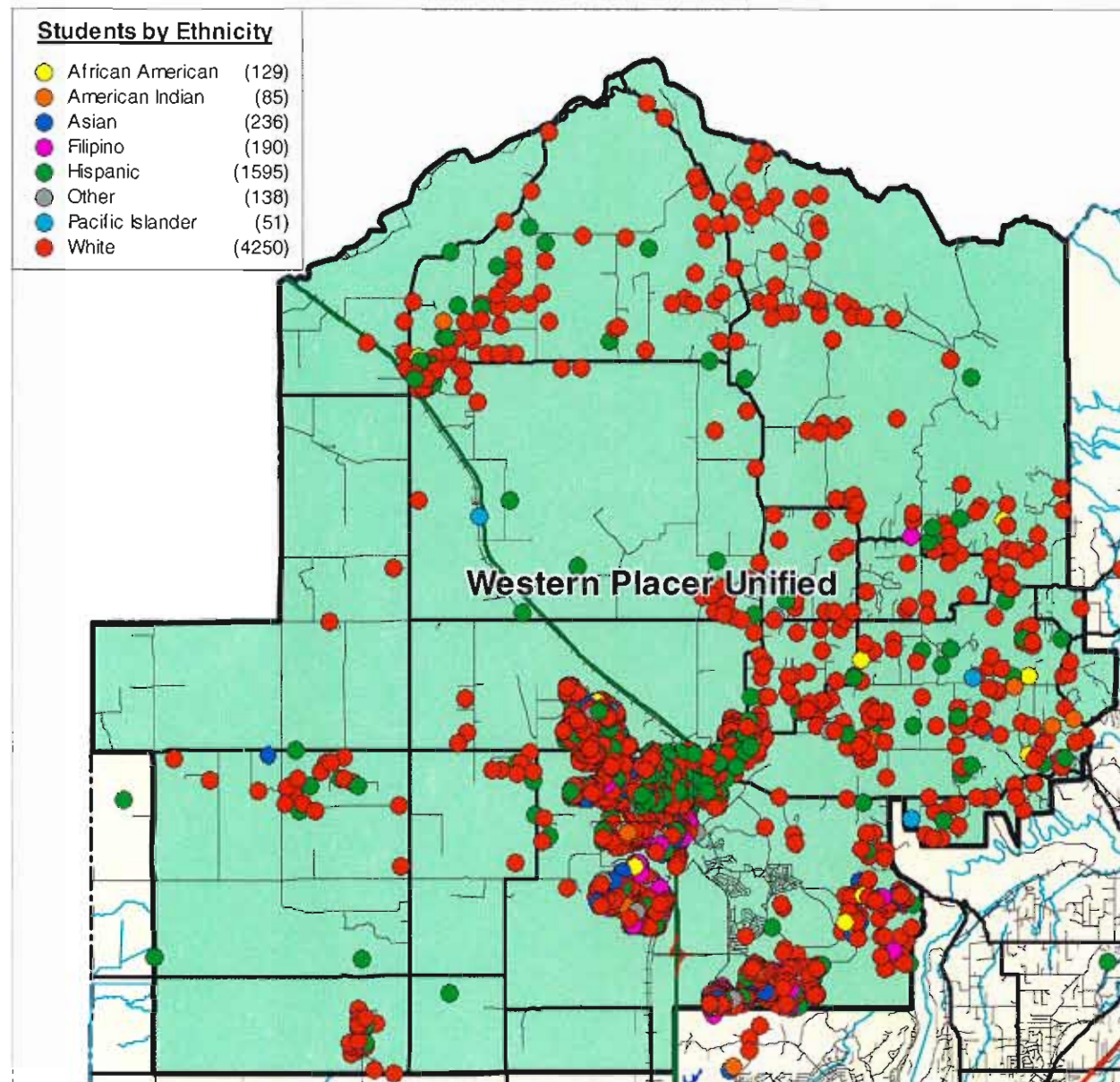
* Based on Students Attending (Squares on Graph)
Classroom count = 6

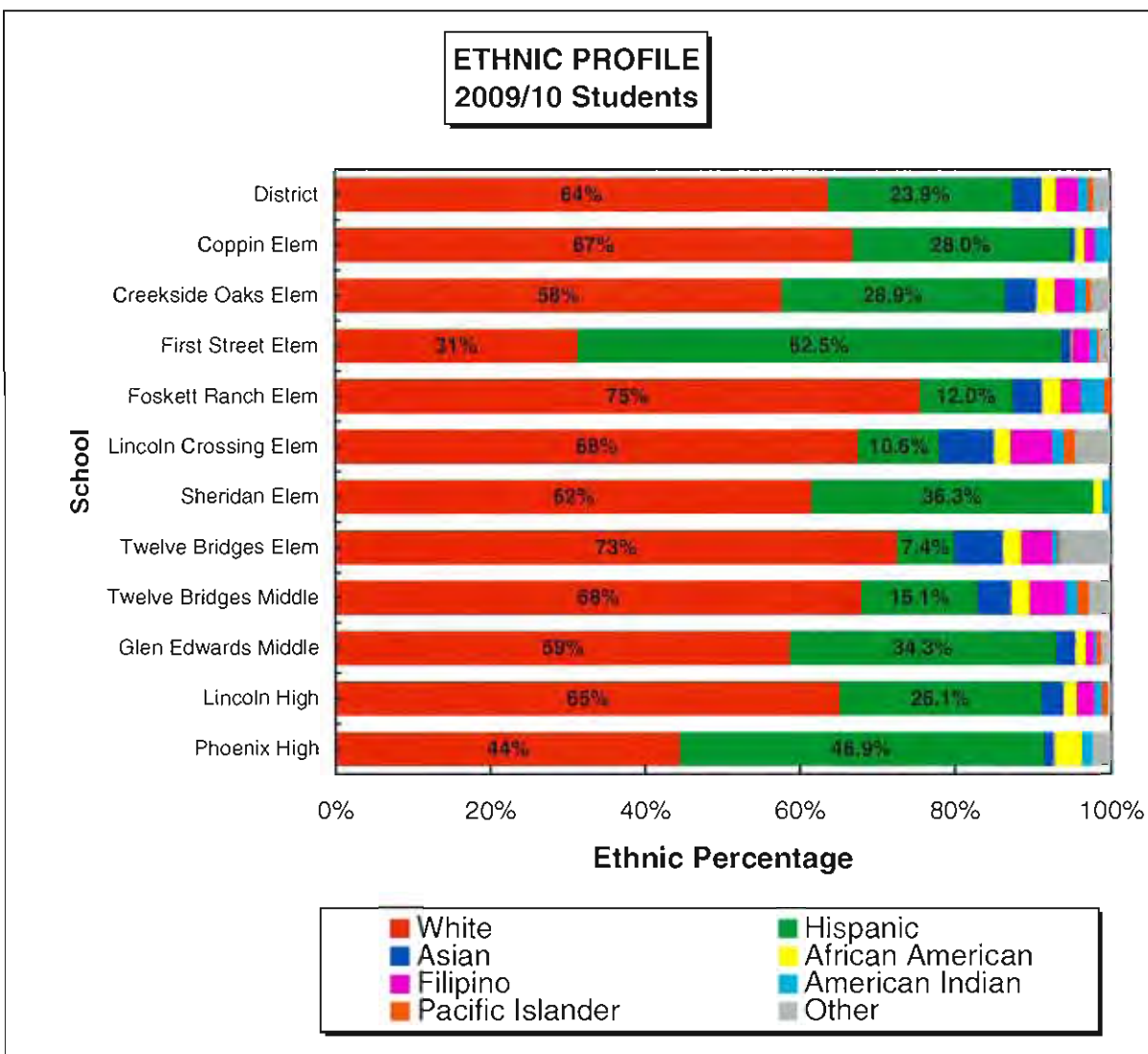
The current classroom capacity for Phoenix High indicates there is room to house 150 students. This number is determined by the number of rooms being used for classroom space and the current district loading standards.

The district may need to evaluate how all potential usable classroom space is being utilized if future projections indicate a need for additional classrooms.

This chart indicates an increase in enrollment over the next six years. Under these circumstances, no new classrooms will be needed.

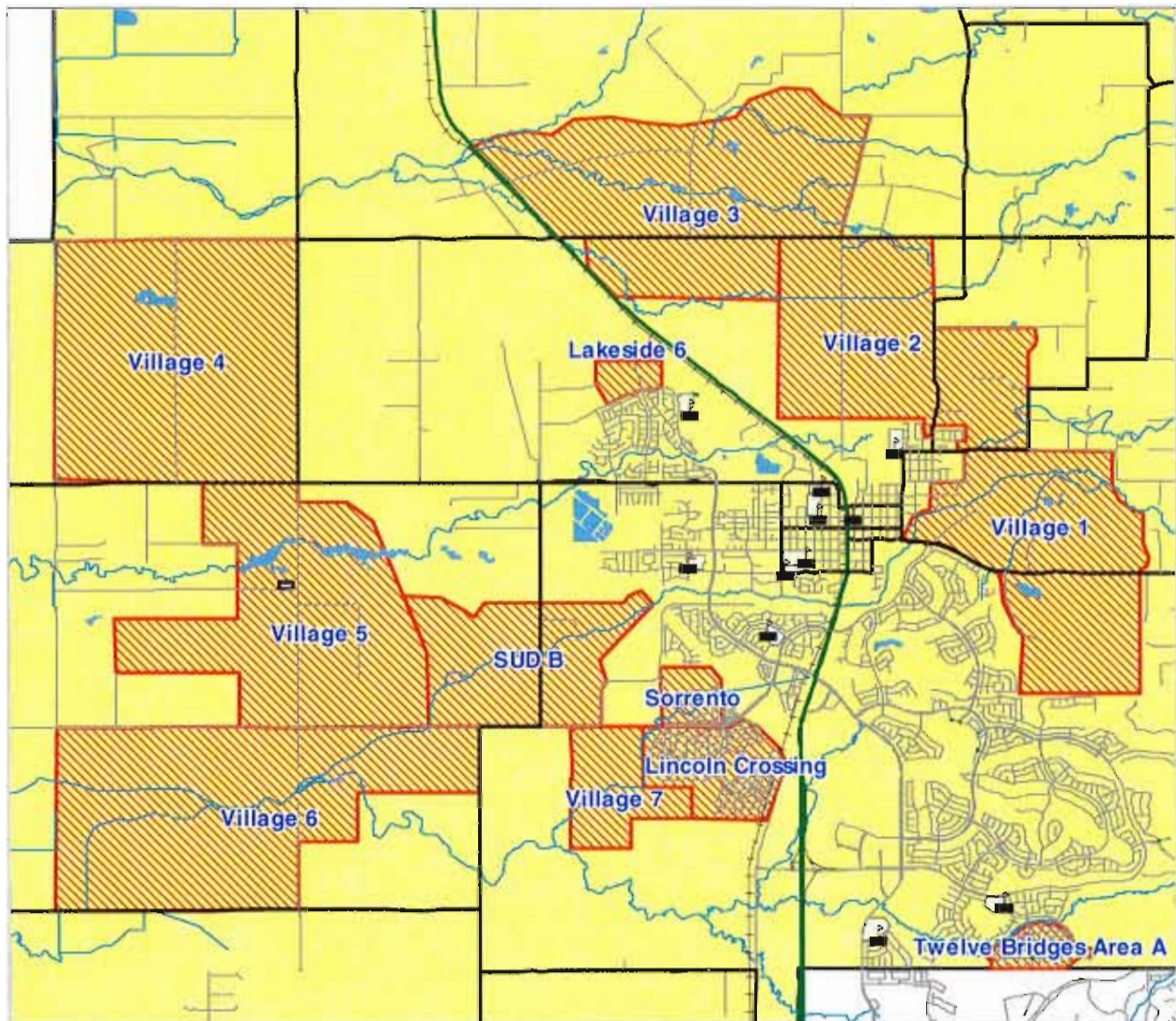
Ethnic Profile





This chart indicates the current ethnic profile for the District schools.

New Housing Developments



This close up view of the District shows the projected new development areas. The projections used in this report are based on the following number of units projected from these developments.

<u>Tract</u>	<u>Remaining</u>	
	<u>Units</u>	<u>Type</u>
Twelve Bridges Area A	344	SF
Lakeside 6	339	SF
Sorrento/Aitken Ranch	436	SF
Lincoln Crossing	196	SF
Village 1	672	MF
Village 1	2835	SF
Village 2	3474	SF
Village 2	400	MF
Village 3	4057	SF
Village 3	784	MF
Village 4	4573	SF
Village 4	848	MF
Village 5	4403	SF
Village 5	1376	MF
Village 6	3819	SF
Village 6	1264	MF
Village 7	1746	SF
Village 7	1152	MF
SUD A	307	SF
SUD A	1592	MF
SUD B	429	SF
Total	35,046	

Assuming only 1,315 of these units are completed over a six year period, there would be an average of 219 new housing units per year. To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.501 students per housing unit. This breaks down as follows:

<u>Grade</u>	<u>District</u>	<u>State</u>
K-6	0.278	0.40
7-8	0.072	0.10
9-12	0.151	0.20
Total	0.501	0.70

The yield rate used for new construction eligibility determination in the State building program is 0.70 students per home. The yield rate in Western Placer Unified is lower than the State average.

Middle School Projections

Independent of the Villages master planned for the future, the projections for the existing two middle schools will be impacted beyond the next six years by an additional 2,650 new housing units. This would create projections as follows:

<u>School</u>	<u>Current</u>	<u>6 years</u>	<u>15 years</u>
Glen Edwards Middle	632	758	758
Twelve Bridges Middle	837	1,177	1,473
Totals	1,469	1,935	2,231

This will result in an average of 1,116 students per site if the District houses all the students at two schools. There would be 744 students per school if there are three middle schools. Another option could be to have middle schools with grades 7-8 instead of grades 6-8. This would result in having 744 students per school if two middle schools are used.

Conclusion

In summary, the District enrollment is projected to increase by 79 students next year. The District should continue to increase enrollment and reach 8,230 students in six years.

The projections are predicated upon the continued development of the 1,315 identified housing units. If the building rates increase or decrease, then the timeline shown in this report will need to be modified accordingly.

To house the students projected from the new developments, there will be a need for additional schools. A total of 34 classrooms are projected to be needed. This will likely consist of one elementary school depending on the future configuration of the current schools. The needs at the high school level may be addressed by adding to the existing school.

SUMMARY OF NEEDED CLASSROOMS OVER THE NEXT SIX YEARS

Using District Loading Standards

School	09/10 Current CR Need	10/11 1 Year CR Need	11/12 2 Year CR Need	12/13 3 Year CR Need	13/14 4 Year CR Need	14/15 5 Year CR Need	15/16 6 Year CR Need
Coppin Elem	-6	-6	-6	-6	-5	-4	-2
Creskide Oaks Elem	-4	-5	-6	-5	-4	-3	-2
First Street Elem	-3	-4	-3	-2	-2	-1	0
Foskett Ranch Elem	-3	-3	-3	0	2	3	5
Lincoln Crossing Elem	1	4	7	9	10	13	14
Sheridan Elem	-4	-4	-4	-4	-4	-4	-4
Twelve Bridges Elem	-1	-1	0	2	5	6	9
Elementary Total	-20	-19	-15	-6	2	10	20
Twelve Bridges Middle	-5	-3	-2	-1	0	4	7
Glen Edwards Middle	-10	-10	-9	-10	-9	-8	-7
Middle Total	-15	-13	-11	-11	-9	-4	0
Lincoln High	4	3	4	6	10	14	16
High Total	4	3	4	6	10	14	16
Phoenix High	-3	-3	-3	-3	-2	-2	-2
Other Total	-3	-3	-3	-3	-2	-2	-2
District Total	-34	-32	-25	-14	1	18	34

Based on the data available, the District will need more elementary and high school capacity in the next six years.

APPENDIX

Detailed Projection Data for each School

Coppin Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	62	79	76	67	17	-3	-9	4	-3	1	0	72	-5
1	67	58	80	73	-4	1	-3	-2	5	1	0	69	2
2	86	77	69	77	10	11	-3	4	2	1	0	78	1
3	63	92	74	68	6	-3	-1	-1	-5	0	0	69	0
4	78	69	76	72	6	-16	-2	-5	-4	0	0	57	-4
5	81	83	66	83	5	-3	7	3	-5	0	0	68	-4
SDC												23	
Totals	437	458	441	440	6.7	-2.2	-1.8	0.5	-1.7	0.5	0	436	-1.7

Creekside Oaks Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	89	90	74	81	1	-16	7	5	40	1	0	122	5
1	69	82	92	78	-7	2	4	2	23	4	0	108	-3
2	101	88	78	99	19	-4	7	5	14	2	0	97	-6
3	74	111	86	77	10	-2	-1	1	13	2	0	113	-12
4	61	82	94	79	8	-17	-7	-8	8	0	0	75	-3
5	88	62	67	95	1	-15	1	-4	-5	3	0	71	-10
SDC												12	
Totals	482	515	491	509	5.3	-8.7	1.8	0.2	15.5	2.0	0	598	-4.8

First Street Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	65	73	79	72	8	6	-7	4	-4	0	0	72	-3
1	81	58	67	75	-7	-6	-4	-5	-11	0	0	56	-9
2	56	84	57	67	3	-1	0	0	3	3	0	81	5
3	69	65	71	53	9	-13	-4	-5	8	1	0	71	-1
4	54	79	76	74	10	11	3	7	-9	2	0	53	-2
5	67	60	78	63	6	-1	-13	-6	14	0	0	82	-3
SDC												0	
Totals	392	419	428	404	4.8	-0.7	-4.2	-0.8	0.2	1.0	0	415	-2.2

Foskett Ranch Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	74	82	96	91	8	14	-5	5	8	0	0	97	1
1	82	79	86	96	5	4	0	2	8	1	0	99	-2
2	83	82	77	89	0	-2	3	1	-4	0	0	90	-4
3	70	90	82	82	7	0	5	4	0	0	0	91	2
4	62	79	81	81	9	-9	-1	-2	-3	0	0	75	-1
5	65	64	78	87	2	-1	6	3	-9	0	0	73	-5
SDC												15	
Totals	436	476	500	526	5.2	1.0	1.3	2.2	0.0	0.2	0	540	-1.5

Western Placer Unified School District
Demographics Study
2009-2010



Lincoln Crossing Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	101	132	152	185	31	20	33	10	-75	0	-4	81	20
1	94	129	148	157	28	16	5	13	-53	0	-4	141	16
2	82	120	137	151	26	8	3	9	-46	0	-4	116	18
3	75	117	122	140	35	2	3	8	-38	1	-4	118	18
4	85	95	132	125	20	15	3	10	-32	0	-4	114	9
5	67	105	106	130	20	11	-2	6	-37	0	-4	90	16
SDC												0	
Totals	504	698	797	888	26.7	12.0	7.5	9.3	-46.8	0.2	-24	660	16.2

Sheridan Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	16	13	9	18	-3	-4	9	1	5	0	0	19	4
1	21	14	12	11	-2	-1	2	0	0	0	0	18	-1
2	17	15	16	15	-6	2	3	1	0	0	0	12	0
3	14	14	12	14	-3	-3	-2	-3	2	0	0	14	1
4	15	13	9	14	-1	-5	2	-1	1	0	0	14	-1
5	16	16	13	10	1	0	1	1	-2	0	0	13	-3
SDC												0	
Totals	99	85	71	82	-2.3	-1.8	2.5	-0.2	1.0	0.0	0	90	0.0

Twelve Bridges Elem

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	98	116	108	111	18	-8	3	6	9	0	1	122	2
1	88	113	109	120	15	-7	12	6	10	1	1	126	8
2	92	111	99	109	23	-14	0	-1	9	1	1	128	1
3	110	104	112	99	12	1	0	2	2	0	1	112	-13
4	82	111	104	106	1	0	-6	-3	2	3	1	100	-7
5	81	94	105	106	12	-6	2	1	1	5	1	112	-3
SDC												13	
Totals	551	649	637	651	13.5	-5.7	1.8	1.8	5.5	1.7	6	713	-2.0

Twelve Bridges Middle

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	261	327	338	363	66	11	25	20	0	0	-5	0	27
1	249	300	338	350	39	11	12	16	0	0	-5	0	16
2	260	308	305	337	59	5	-1	11	0	0	-5	0	11
3	248	313	310	307	53	2	2	11	0	0	-5	0	11
4	245	275	313	303	27	0	-7	1	0	0	-5	0	1
5	229	282	277	319	37	2	6	10	0	0	-5	0	10
6	202	267	306	292	38	24	15	22	-28	4	-5	307	11
7	202	250	274	311	48	7	5	13	-30	8	-5	273	2
8	205	227	251	268	25	1	-6	2	-7	5	-5	301	4
SDC												15	
Totals	2101	2549	2712	2850	43.6	7.0	5.7	11.8	-21.7	5.7	-45	896	10.3

Western Placer Unified School District

Demographics Study

2009-2010



Glen Edwards Middle

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	244	258	256	262	14	-2	6	15	0	0	1	0	5
1	253	233	256	260	-11	-2	4	-1	0	0	1	0	-1
2	257	269	228	270	16	-5	14	8	0	0	1	0	8
3	227	280	249	226	23	-20	-2	-4	0	0	1	0	-4
4	192	253	259	248	26	-21	-1	-3	0	0	1	0	-3
5	236	202	236	255	10	-17	-4	-6	0	0	1	0	-6
6	218	238	198	224	2	-4	-12	-7	-13	4	1	236	-17
7	250	247	237	188	29	-1	-10	-1	3	0	1	223	4
8	208	240	225	232	-10	-22	-5	-12	-12	1	1	162	-15
SDC												12	
Totals	2085	2220	2144	2165	11.0	-10.4	-1.1	-1.2	-7.3	1.7	9	633	-3.2

Lincoln High

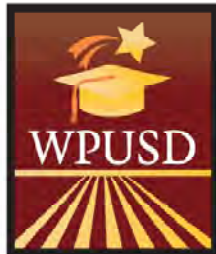
YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	505	585	594	625	80	9	31	35	0	0	-3	0	32
1	502	533	594	610	28	9	16	16	0	0	-4	0	16
2	517	577	533	607	75	0	13	19	0	0	-4	0	19
3	475	593	559	533	76	-18	0	7	0	0	-4	0	7
4	437	528	572	551	53	-21	-8	-2	0	0	-4	0	-2
5	465	484	513	574	47	-15	2	4	0	0	-4	0	4
6	420	505	504	516	40	20	3	15	0	0	-4	0	15
7	452	497	511	499	77	6	-5	12	0	0	-4	0	12
8	413	467	476	500	15	-21	-11	-10	0	0	-4	0	-10
9	356	418	403	423	5	-64	-53	-47	-35	4	-5	405	-54
10	367	402	389	409	46	-29	6	1	-29	2	-5	381	-30
11	340	387	355	388	20	-47	-1	-13	-54	4	-5	330	-43
12	270	349	318	367	9	-69	12	-16	-59	7	-5	305	-28
SDC												44	
Totals	5519	6325	6321	6602	43.9	-18.5	0.4	1.6	-44.3	4.3	-55	1465	-4.8

Phoenix High

YEAR:	Students in boundary:				Cohorts:			Avg	Attendance Factors		Housing Impact	10/11 Projection	CBEDS Cohort
	06/07	07/08	08/09	09/10	06 to 07	07 to 08	08 to 09		Intra	Inter			
Grade													
K	505	585	594	625	80	9	31	35	0	0	-3	0	0
1	502	533	594	610	28	9	16	16	0	0	-4	0	0
2	517	577	533	607	75	0	13	19	0	0	-4	0	0
3	475	593	559	533	76	-18	0	7	0	0	-4	0	0
4	437	528	572	551	53	-21	-8	-2	0	0	-4	0	0
5	465	484	513	574	47	-15	2	4	0	0	-4	0	0
6	420	505	504	516	40	20	3	15	0	0	-4	0	0
7	452	497	511	499	77	6	-5	12	0	0	-4	0	0
8	413	467	476	500	15	-21	-11	-10	0	0	-4	0	0
9	356	418	403	423	5	-64	-53	-47	0	0	-5	0	0
10	367	402	389	409	46	-29	6	1	0	0	-5	14	14
11	340	387	355	388	20	-47	-1	-13	0	0	-5	28	20
12	270	349	318	367	9	-69	12	-16	0	0	-5	38	2
SDC												0	
Totals	5519	6325	6321	6602	43.9	-18.5	0.4	1.6	0.0	0.1	-55	80	2.8

APPENDIX C: REPORT OF THE FACILITIES NEEDS COMMITTEE





WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Report of the Facilities Needs Committee

Evaluation and Recommendations
of School Site and Classroom
Facilities Needs

June 2010

**Western Placer Unified School District
School Board Members**

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Terry Gage, Member
Paul Long, Member

School District Administration

Scott Leaman, Superintendent
Cathy Allen, Assistant Superintendent, Facilities & Maintenance Services
Mary Boyle, Assistant Superintendent, Educational Services
Joyce Lopes, Assistant Superintendent, Business & Support Services
Robert Noyes, Assistant Superintendent, Personnel Services

District Facilities Planning and Financial Advisors

Ronald Feist, Ed.D, Feist Consulting
Cathleen Dominico, Capitol Public Finance Group, LLC

***Report of the Facilities Needs Committee
Prepared by:***



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INTRODUCTION

The Facilities Needs Committee (FNC) was established in April 2009 to evaluate the condition of schools within the Western Placer Unified School District (District). The FNC was comprised of parents, teachers, staff and principals from each site, as well as district office staff and advisors. Over the past year, the FNC held 10 meetings to discuss the improvements needed at each school, evaluate student demographic data, consider funding solutions and make recommendations.

The main goals of the FNC were to:

- Develop awareness of the District's facility funding challenges;
- Review various sources of facility funding;
- Examine site by site needs to determine a District-wide capital improvement project list;
- Provide a school site and community perspective regarding school and classroom needs;
- Provide recommendations on facilities needs and funding solutions.

In general, there are three main components of a Facilities Master Plan:

- (1) Projects needed to improve existing schools and classrooms;
- (2) Projects needed to meet educational program needs;
- (3) Projects needed to serve future student enrollment.

The FNC's main focus areas were on components 1 and 2, identified above. However, the FNC did review and evaluate data and information related to component number 3.

The purpose of this report is to provide a summary of the work completed by the FNC and provide input and recommendations to be included in the District's overall Facilities Master Plan.

Facilities Needs Committee Members

*Eileen Binning – Carlin C. Coppin Elementary
Terri Dorow – Carlin C. Coppin Elementary
Debbie Ewing – Carlin C. Coppin Elementary
Marcie Petersen – Carlin C. Coppin Elementary
Shannon Burns – Creekside Oaks Elementary
Stephany Hammer – Creekside Oaks Elementary
Linda Pezanoski – Creekside Oaks Elementary
Tricia Shorkey – Creekside Oaks Elementary
Ruben Ayala – First Street School
Norma Lazaro – First Street School
Anita Moya del Pino – First Street School
Kelly Castillo – Foscett Ranch Elementary
Rita Zipp – Foscett Ranch Elementary
Rocio Kissinger – Foscett Ranch Elementary
Michael Doherty – Glen Edwards Middle
Jenifer Freymond – Glen Edwards Middle
Ed Newberry – Glen Edwards Middle
Kerry Powell – Glen Edwards Middle
Bob Woodward – Phoenix High
John Wyatt – Phoenix High
Irma Balonek – Lincoln Crossing Elementary
Kevin Kurtz – Lincoln Crossing Elementary
Charles Serrano – Lincoln Crossing Elementary
Bill Wickham – Lincoln Crossing Elementary
Dave Butler – Lincoln High
Barbara Green – Lincoln High
Jeanette MacDonald – Lincoln High
Eric Williams – Lincoln High
Lowell Cosgrove – Sheridan Elementary
Michelle Eslinger – Sheridan Elementary
Kris Knutson – Sheridan Elementary
Michelle MacFarlane – Sheridan Elementary
Sue Mentze – Sheridan Elementary
Karen Roberts – Sheridan Elementary
Carrie Braasch – Twelve Bridges Elementary
Lori Deschamps – Twelve Bridges Elementary
Jeremy Lyche – Twelve Bridges Elementary
Pam Weaver Baker – Twelve Bridges Elementary
Stacey Brown – Twelve Bridges Middle
Daisy Damos – Twelve Bridges Middle
Janene Malatesta – Twelve Bridges Middle
Dennice Stearns – Twelve Bridges Middle
Scott Leaman – District Superintendent
Cathy Allen – Assist. Sup. Facilities & Maintenance Services
Mary Boyle – Assist. Sup. Educational Services
Joyce Lopes – Assist. Sup. Business & Support Services
Bob Lyons – Director of Technology
Heather Von Aesch – District Facilities Planner
Cathy Dominico – Advisor, Capitol Public Finance Group*

OUTLINE OF FNC MEETING TOPICS

- Overview of the District's School Sites
- Brainstorm of School Site and Classroom Facilities Needs
- Evaluation of the Condition of Schools and Identification of Modernization Needs
- Presentation on How Schools are Constructed and Funded in California
- Enrollment and Capacity Assessment by School
- Evaluation of Educational Program Needs for Each School
- Creation of Capital Projects List Including Improvements at Each School
- Prioritization of Capital Projects
- Recommendations

The purpose of this Report is to summarize the information discussed and reviewed by the FNC, as identified above. Furthermore, the meeting topics stated above laid the foundation for the FNC's recommendations that are stated in the final section of this Report.



OVERVIEW OF THE DISTRICT'S SCHOOL SITES

The District is comprised of 11 schools, summarized below. See Appendix A for site maps of each school site.

CARLIN C. COPPIN ELEMENTARY SCHOOL



Carlin C. Coppin Elementary School is located at 150 East 12th Street. This kindergarten through fifth grade elementary school opened its doors in the 1970's and is situated on an 11.64 acre site. The site is improved with 49,689 sq. ft. of permanent pods and portable buildings made up of administrative offices, staff room, library/media center, multi-purpose building, and 29 classrooms. The school was built during

the era of open classrooms where several teachers would work together in an open-space setting. This idea came and went. Walls have been built in the open spaces to generate classrooms. However, these classrooms are in the 800 sq. ft. range, not the typical 960 sq. ft. of California elementary schools. These smaller classrooms work fine for class size reduction (typically 20), but are inadequate for grades 4 and 5.

The remainder of the site is comprised of large field areas, driveways, walkways and a large paved play area. It has paved parking for 53 vehicles, including 5 handicapped. The site is large for an elementary school and will need to be expanded to accommodate students from the surrounding new development area. Currently, the District and the City of Lincoln are in discussions regarding approximately three acres proposed to be donated to the site, most of which would be used to improve and increase parking, parent and circulation. Carlin C. Coppin Elementary School is the proud home of the Dragons.

CREEKSIDE OAKS ELEMENTARY SCHOOL



Creekside Oaks Elementary School is located at 2030 First Street. This kindergarten through fifth grade elementary school is situated on a 15 acre site. This school opened its doors in 1991. The site is improved with 47,630 sq. ft. of portable buildings made up of administrative offices, staff room, library/support

services, and 32 classrooms. The remainder of the site has limited playfields, extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 54 vehicles, including 2 handicapped in the parking lot.

The current campus utilizes a multipurpose building that is leased from the City. The construction of a new multipurpose building on campus would allow the City-owned facility to be utilized full time for City and park and recreation functions. Creekside Oaks Elementary School is the proud home of the Red Tailed Hawks.

FIRST STREET SCHOOL



First Street School is located at 1400 First Street. This kindergarten through fifth grade elementary school is situated on a 4.4579 acre site. The school opened its doors in September 2000. The site is improved with 36,960 sq. ft. of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building, two restroom buildings, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways,

walkways and a large paved play area. It has paved parking for 51 vehicles, including 2 handicapped. There are no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent middle school. First Street Elementary School is the proud home of the Road Runners.

FOSKETT RANCH ELEMENTARY SCHOOL



Foskett Ranch Elementary School is located at 1561 Joiner Parkway. This kindergarten through fifth grade elementary school is situated on a 16 acre site. This school opened its doors in August 2005. The site is improved with 57,114 sq. ft. of permanent buildings made up of administrative offices, library/support services,

multi-purpose building, three classroom clusters (29 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 93 vehicles, including 5 handicapped. There are no open grassy play fields at this site. A large portion of the property is designated as a soccer field and a half to be shared with the City of Lincoln regional park to the east. Foskett Ranch Elementary School is the proud home of the Falcon.

LINCOLN CROSSING ELEMENTARY SCHOOL



Lincoln Crossing Elementary School is located at 635 Groveland Lane. This kindergarten through fifth grade elementary school is situated on an 11 acre site. The school opened its doors in August 2007. The site is improved with 56,649 sq. ft. of permanent buildings made up of administrative offices, staff room, library/support

services, multi-purpose building, media room, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 44 vehicles, including 2 handicapped. There are open grassy play fields at this site, as well as access to the fields of the immediately adjacent Lincoln City Public Park. Lincoln Crossing Elementary School is the proud home of the Colts.

SHERIDAN ELEMENTARY SCHOOL



Sheridan Elementary School is located at 4730 H Street, in the city of Sheridan. This kindergarten through fifth grade elementary school is situated on a 5.2 acre site. The school opened its doors originally in September 1951. The site is improved with 19,637 sq. ft. of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building and 11 classrooms. The site has a large paved play area

as well as a large grassy field that is fenced in with the school campus. Sheridan Elementary School is the proud home of the Eagle.

TWELVE BRIDGES ELEMENTARY SCHOOL



Twelve Bridges Elementary School is located at 2450 Eastridge Drive. This kindergarten through fifth grade elementary school is situated on an 11.10 acre site. The school opened its doors in August 2004. The site is improved with 59,418 sq. ft. of permanent buildings made up of administrative offices, library/support services, multi-purpose

building, three classroom clusters (30 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 63 vehicles, including 5 handicapped. There are no open grassy play fields on the site. However, access is available to the fields of the immediately adjacent 4.8 acre city park, which has a 635 sq. ft. concession/restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Elementary School is the proud home of the Tiger.

GLEN EDWARDS MIDDLE SCHOOL



Glen Edwards Middle School is located at 204 L Street. This school was designed and built originally as an elementary school. Currently and for many years Glen Edwards has operated as a middle school serving sixth through eighth grade students. It is situated on a 10 acre site. The original school, a K-4 elementary opened its doors in the early

1950's. The site is improved with 66,190 sq. ft. of permanent & portable buildings made up of administrative offices, staff room, library/support services, gymnasium, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 102 vehicles, including 5 handicapped. There is also an open grassy play field fenced in at this site. Glen Edwards Middle School is the proud home of the Panthers.

TWELVE BRIDGES MIDDLE SCHOOL



Twelve Bridges Middle School is located at 770 Westview Drive. This sixth through eighth grade middle school is situated on an 18 acre site. The school opened its doors in August 2006. The site is improved with 95,430 sq. ft. of permanent buildings made up of administrative offices, library/support services, multi-purpose building, gymnasium, 33 teaching stations and a central plant. The remainder of the site has

extensive hardscape of parking, driveways, walkways, and hard-court area. It has paved parking for 110 vehicles, including 8 handicapped. The site has a full track and field area and is immediately adjacent to the city's 4.8 acre park, which has a 635 sq. ft. concession/restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Middle School is the proud home of the Titans.

LINCOLN HIGH SCHOOL



Lincoln High School is located at 790 J Street. This ninth through twelfth grade High School is situated on a 43.6 acre site. The school opened its doors in September 1952. The site is improved with 143,881 sq. ft. of permanent and portable buildings made up of administrative offices, library/media center, two gymnasium buildings, and 60 classrooms. The remainder of the site has extensive

hardscape of parking, driveways, and walkways. It has paved parking for 534 vehicles,

including 17 handicapped. There is a new stadium with high-end artificial turf, bleachers, concession stand, media box and an additional parking lot. There are open grassy courtyards and play fields at this site. Lincoln High School is the proud home of the Fighting Zebras.

PHOENIX HIGH SCHOOL



Phoenix High School is located at 870 J Street. This continuation high school is situated on a 1.5 acre site. This school opened its doors in 1979. The site is improved with 14,711 sq. ft. of portable buildings made up of administrative offices, staff room, multi-purpose room, and 5 classrooms. The remainder of the site has

extensive hardscape of parking, driveways, walkways and a large paved play area. There are no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent Lincoln High School. Phoenix Continuation High School is the proud home of the Phoenix.

BRAINSTORM OF SCHOOL SITE & CLASSROOM NEEDS

Representatives from each school brainstormed on the improvements needed in order to improve the educational environment for students. Overall, there were some main themes that were prevalent for each site:



FNC members referred to the ideas generated in their initial brainstorming session in order to later formulate a facilities needs list for their school. During this brainstorm, there was significant discussion on how technology can enhance the learning opportunities for students.

Further, the group discussed the vast differences in the quality of facilities at the older schools compared to the newer schools. The representatives from the older schools focused on upgrades and modernizations needed to bring their schools up to a perceived standard, while representatives from the newer schools focused on ancillary facilities that could add to the students' educational opportunities.

EVALUATION OF THE CONDITION OF SCHOOLS & IDENTIFICATION OF MODERNIZATION NEEDS

Western Placer Unified recognizes that the condition of school facilities is an important part of the overall environment in which teaching and learning occur. To determine the existing conditions of each school, District facilities staff walked through each site and identified needed improvement projects. This information was reviewed by the FNC representatives. The FNC then identified specific improvement projects at each site.

There were eight components to the facility assessment completed by the FNC:

- The site itself, including:
 - o size, safety, playfields, parking and landscaping
- Adequacy of the facilities within the school, including:
 - o Classrooms, administration, health, staff room, office, library, multipurpose room, stage, kitchen, gymnasium, showers, toilets, lockers, storage, flexibility of space, utilization of space, disabled access
- Lighting, including:
 - o Quantity, brightness, windows, screening, energy factors
- Heat and air, including:
 - o Temperature comfort, insulation, air exchange, distribution, conditions, energy factors
- Sound, including:
 - o Floor absorption, wall absorption, ceiling absorption, vent absorption
- Aesthetics, including:
 - o Appropriateness, naturalness, continuity
- Equipment, including:
 - o Quantity, mobility, flexibility, maintenance, technology
- Maintenance needs, including:
 - o Turfed areas, sprinklers, drainage, parking, hardcourt, sidewalks, exteriors, interiors, roofing, windows, fencing, mechanical equipment, hardware, plumbing fixtures

See *Appendix B* for a sample of the worksheet used by FNC representatives to evaluate the condition of school sites.

The improvements identified by the FNC were incorporated into the overall facilities project list, provided later in this Report.

There is "CLEAR EVIDENCE THAT EXTREMELY POOR ENVIRONMENTS HAVE A NEGATIVE EFFECT ON STUDENTS AND TEACHERS AND IMPROVING THESE HAVE SIGNIFICANT BENEFITS . . . PARTICULARLY IN THE AREAS OF INDOOR AIR QUALITY, LIGHTING, THERMAL COMFORT AND ACOUSTICS."

KATHLEEN MOORE,
DIRECTOR OF SCHOOL
FACILITIES PLANNING DIVISION,
CALIFORNIA DEPARTMENT OF
EDUCATION,
FEBRUARY 2008 REPORT TO THE
UNITED STATES HOUSE OF
REPRESENTATIVES,
COMMITTEE ON EDUCATION AND
LABOR

HOW SCHOOLS ARE CONSTRUCTED AND FUNDED IN CALIFORNIA

The school construction and funding process in California is unique and complex. There are numerous State agencies involved and typically, multiple funding sources are combined in order to implement a plan. As the primary role of the FNC is to determine facilities needs, project priorities and funding options, it is essential for them to understand the school construction process, construction costs and funding options available. An entire FNC meeting was spent discussing these issues. The following is a summary of the material that was presented to the FNC.

SCHOOL CONSTRUCTION

Three main factors drive school construction costs in California:

1. Extensive State regulatory structures
2. Local school district politics, practices & design
3. Regional market conditions

The State shares responsibility for capital costs associated with school construction. As a result, they set and enforce minimum design, construction and planning standards. There is a multi-agency facility approval process that involves six main agencies. The box on the right summarizes the State agencies involved and their role in the construction process. These agencies have a responsibility that all schools are compliant with the Field Act (which requires heightened structural safety standards) and prevailing wage laws (a minimum pay and benefits for all workers on public school projects).

Local school districts are responsible for the construction, operation and maintenance of schools, but must adhere to State standards. Buildings must meet both State and local building codes, other local ordinances and State and Federal environmental regulations.

Local policies determined by a school board and desired by the community can also have a significant impact on school construction costs. Such factors include school design, grade configuration, school size, classroom size and

Main State Agencies Involved in School Construction

State Allocation Board (SAB) -
Responsible for approving all State funding apportionments

Office of Public School Construction (OPSC) -
Administrative arm of the SAB, responsible for allocating funds, reviewing eligibility and funding applications, and providing information and assistance to schools

Division of the State Architect (DSA) -
Responsible for reviewing and approving construction plans while ensuring plans are in compliance with the Field Act

California Department of Education (CDE) -
Responsible for approving school site and construction plans to determine "educational adequacy" of the proposed project

Department of Toxic Substances Control (DTSC) -
Works with CDE to review any potential environmental hazards associated with the project

Department of Industrial Relations (DIR) -
Responsible for ensuring that districts are in compliance with labor laws relating to contractors and employers

**Estimates of
Construction (Hard)
Costs, Excluding Site
Acquisition**

Elementary: \$15 million
- \$20 million
Middle: \$35 million -
\$40 million
High: \$100 million -
\$125 million

**District Site Size
Requirements**

Elementary: 12 acres
Middle: 25 acres
High: 40 acres

shape, classroom type, technology, location and infrastructure requirements.

There are five main school cost components. They are:

- Planning and Design
- Construction
- Testing and Inspection
- Furniture and Equipment
- Contingency

In a typical school construction project, these components can be broken down in the following manner:

Planning & Design	Construct.	Testing & Inspection	Furniture & Equip.	Contingency
20% of Const. Costs	See box on right	2%-5% of Const. Costs	10% of Const. Costs	10% of Total Proj. Cost

SCHOOL FUNDING

Schools are typically funded through a combination of funding sources. Available revenue sources include:

- State Funding
- Developer/Mitigation Fees
- Deferred Maintenance Funds
- Redevelopment Pass-Through Funds
- Taxes
 - o General Obligation Bond (GO Bond) Taxes
 - o School Facilities Improvement District (SFID) Taxes
 - o Community Facilities District (CFD) Taxes
 - o Parcel Taxes
- Assessments
- General Fund (typically the last resort)

The revenue sources listed above can be borrowed against where a school district essentially takes out a loan to be repaid from one or more of the revenue sources listed above. School districts are limited in the types of loans they are able to obtain. The following is a summary of borrowing/loan options available to school districts in California:

- GO Bonds
 - o Repaid from GO Bond Taxes
- SFID GO Bonds
 - o Repaid from GO Bond Taxes within an SFID

- CFD Bonds
 - o Repaid from CFD Taxes on property within a CFD
- Assessment Bonds
 - o Repaid from assessments on property within an Assessment District
- Federal Tax Credit or Interest Subsidy Loans
 - o Qualified Zone Academy Bonds
 - o Qualified School Construction Bonds
 - o Build America Bonds
 - o Clean Renewable Energy Bonds
 - o Qualified Energy Conservation Bonds
- Lease-Purchase Financings
- Revenue Bonds
- Certificates of Participation

The FNC was presented with details on each of the revenue sources and funding options described above. Such information was used in developing the Committee's recommendations. For a full description of the revenue sources and funding options listed above, please see the District's comprehensive Facility Master Plan. A chapter in that document is dedicated to school funding sources and will describe each of these items in detail.

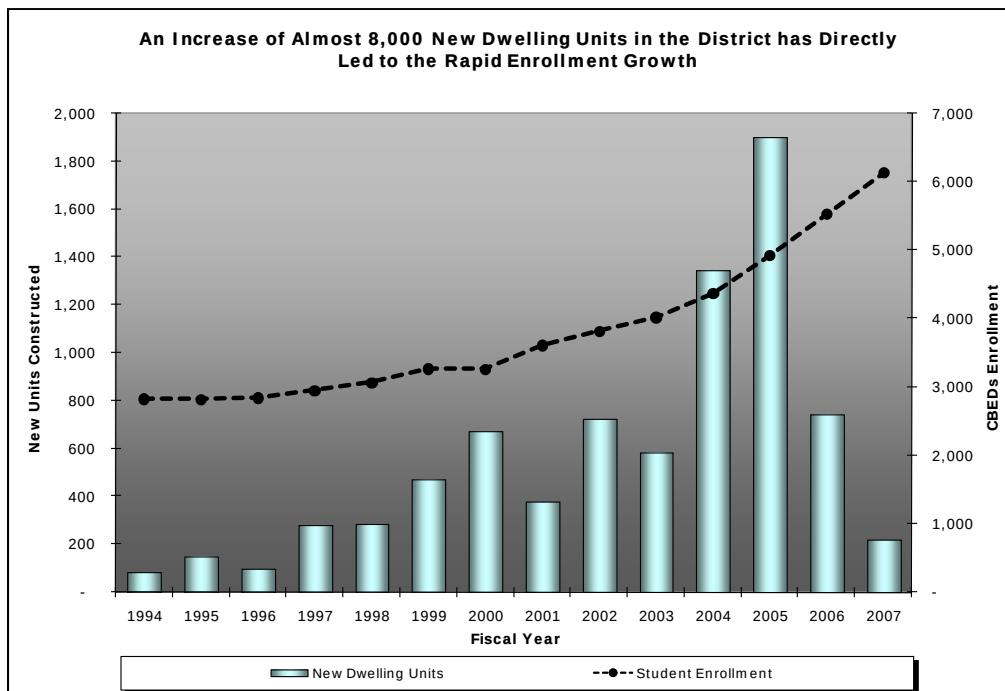
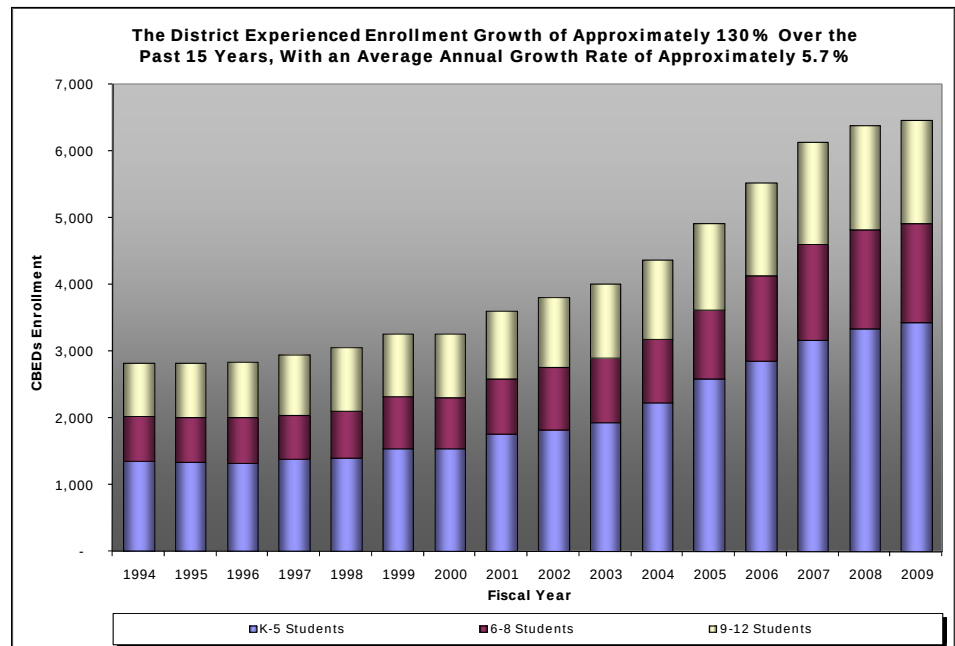
ENROLLMENT AND CAPACITY ASSESSMENT BY SCHOOL

Although the main focus of the FNC was to evaluate the facilities projects needed to improve existing schools and classrooms and meet educational program needs, the FNC did review and consider the District's estimates and plans regarding facilities needed to accommodate future changes in enrollment. The following summarizes the information that was shared and discussed with the FNC.

ENROLLMENT

Understanding student enrollment trends is essential in facilities planning. The FNC was presented with historical enrollment and new development data to provide them with an understanding of where the District is and where it has been related to new students.

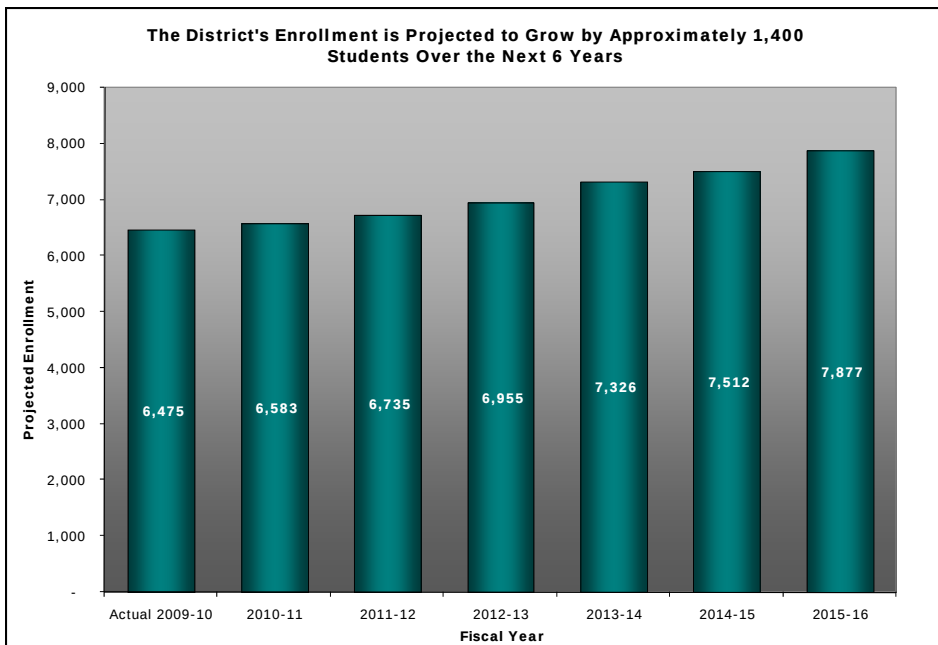
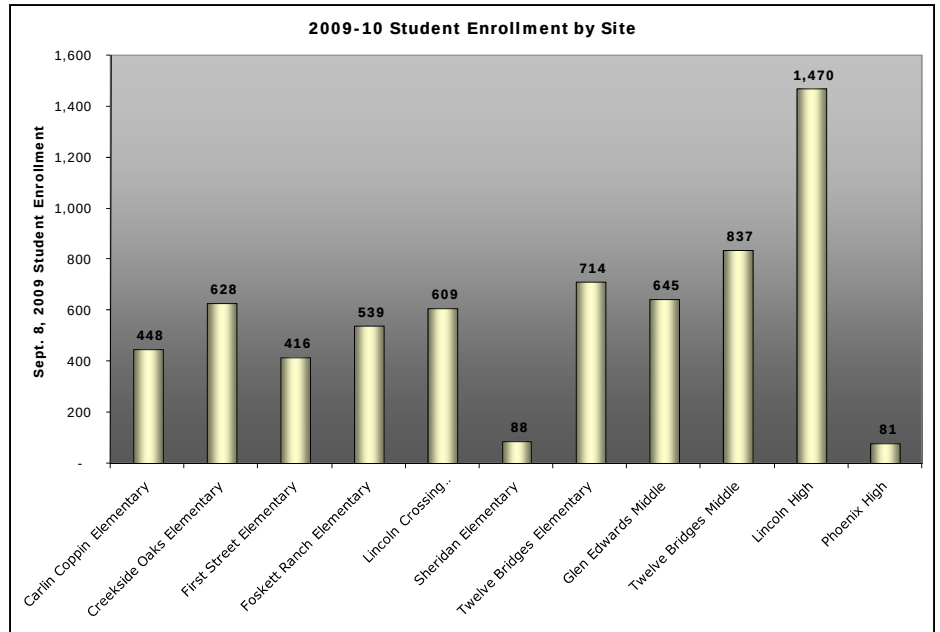
The graph on the right shows the rapid enrollment growth experienced by the District since the mid-1990s.



The District has had success in constructing facilities to meet the needs of the rapidly changing community. Four new schools have opened since 2004.

New development directly impacts the number of new students attending schools in the District. At build-out, approximately 2,100 new students are expected from new housing units constructed under the City of Lincoln's old General Plan.

Furthermore, under the City's new General Plan, at build-out, an additional 15,000 new students are expected to be generated from development projects known as "The Villages". For a description of these planning areas and details on the basis for these students expected from future development, please refer to the District's comprehensive Facility Master Plan. That document contains a detailed description of the new development expected in the District and the resulting number of future students.



Sufficient classroom space is needed in order to accommodate student enrollment at its peak. Enrollment projections for school facility planning purposes are typically higher than projections for staffing purposes because of the need to accommodate peak enrollment.

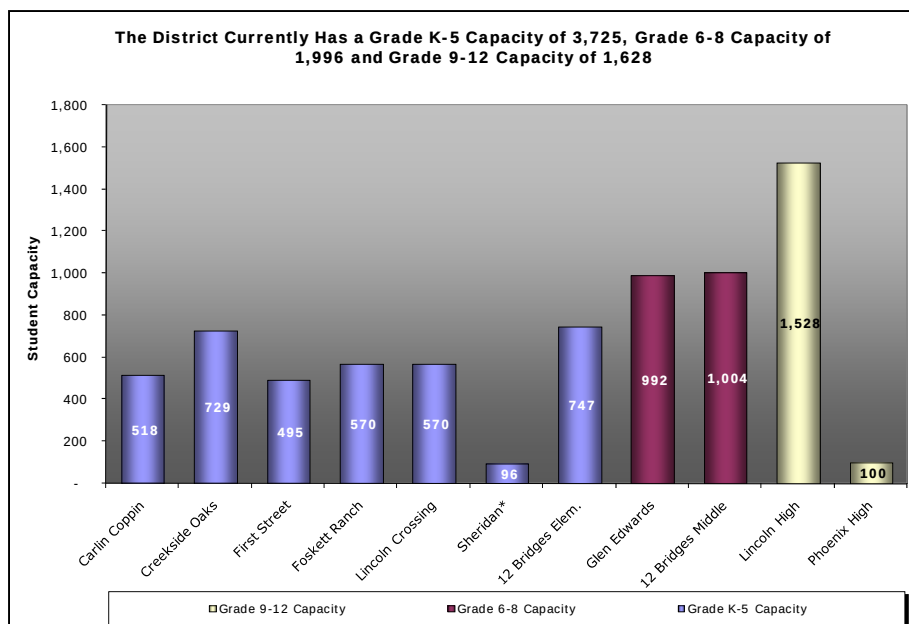
The FNC was provided with enrollment projections that are used to determine when additional classroom space would be needed in the District at each grade level. This

presentation occurred in October 2009, based on estimates provided by Ron Feist, Ed.D. of Feist Consulting. The graphs in this section of the report summarize the enrollment projections that were shared with the FNC in October 2009.

SCHOOL SITE CAPACITY

The capacity of each school site is needed in order to determine whether there is sufficient space to house expected students. The number of classrooms at each school are counted and assigned a category of use. Then, classroom loading standards are used to determine the number of students that can fit into each type of classroom.

An important exercise completed by the FNC was to evaluate their respective school site capacities. FNC representatives counted each of the classrooms at their site and identified the current use of the classroom. This information was multiplied by the loading standards for the type of classroom identified to determine the total school capacity.



Each school's capacity estimate was then compared to the capacity estimate currently used to plan for future schools in order to determine whether such estimates were valid. A sample of the worksheet used by FNC representatives to count the classrooms at each school and identify their current use is included in *Appendix C*.

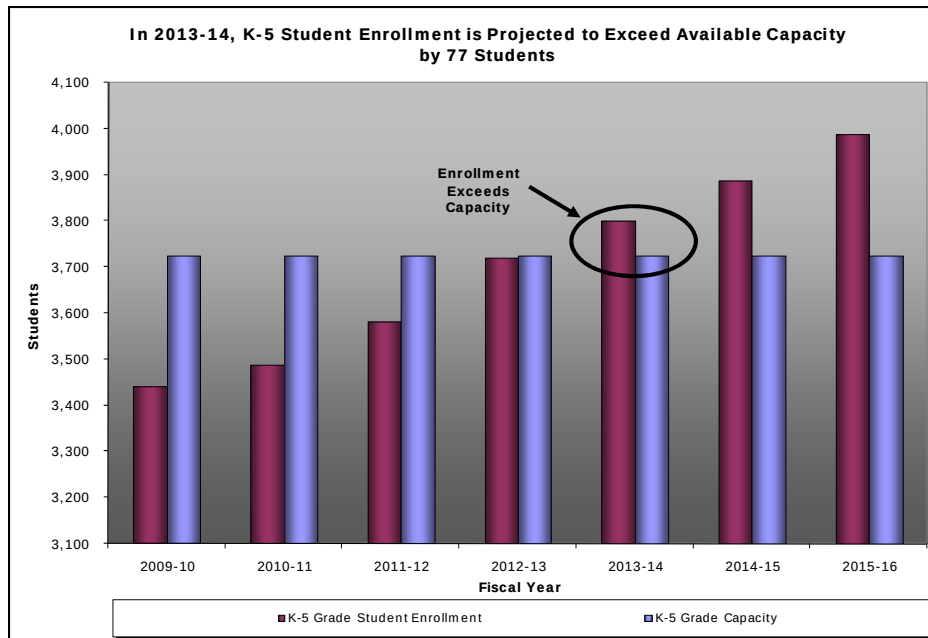
COMPARING ENROLLMENT TO CAPACITY

In order to estimate when new classrooms are needed, the projected future enrollment is compared to the capacity of each school or to each grade configuration. This information provides direction as to when additional classrooms space is needed in order to prevent overcrowding.

A comparison of enrollment and capacity was shared with the FNC to ensure the Committee had an understanding of why the District's facilities planning staff was indicating that new facilities would be needed in the District in the near future. Furthermore, the FNC was provided with the opportunity to evaluate the reasonableness of the enrollment projections and resulting estimates related to when new schools would be needed. The

District Student Loading Standards

- Kindergarten: 25
- 1st–3rd Grades: 20
- 4th–5th Grades: 31
- 6th–12th Grades: 32
- 6th–8th Grade Labs: 32
- 9th–12th Grade Labs: 25
- 6th–8th Grade Shops: 32
- 9th–12th Grade Shops: 24
- K–5th Grade Music: 40
- 6th–8th Grade Music/Band/ Choir: 50
- 9th–12th Grade Band: 10
- 9th–12th Grade Choir: 60
- PE: 40
- ASD Severe SDC: 10
- Other SDC: 16
- RSP: 28
- Continuation High: 19



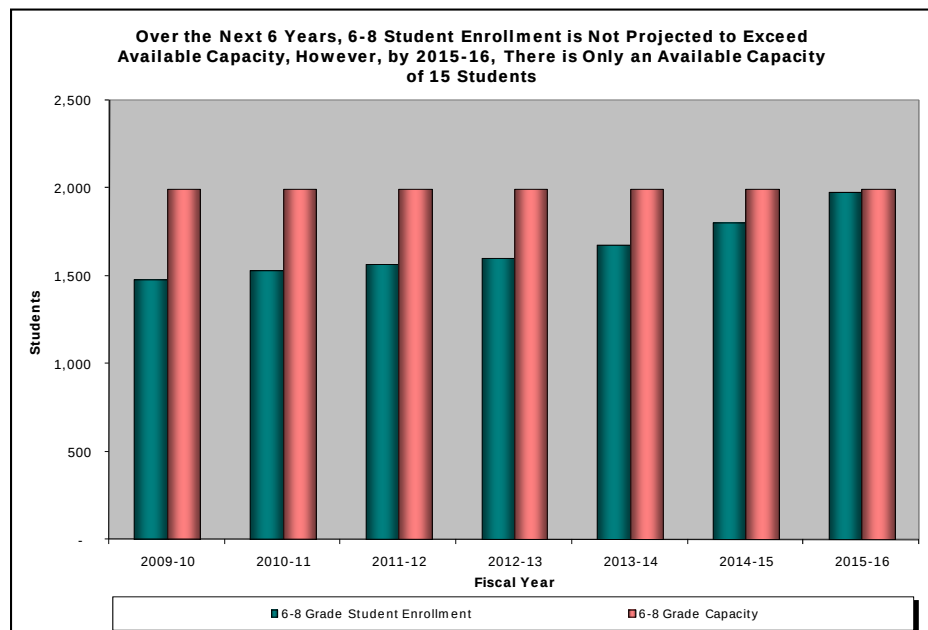
FNC was comfortable with the estimates completed by the District's facilities staff and concurred that it was reasonable to expect new classroom space would be needed as indicated in the District's long-range planning documents. The only concern expressed by one FNC representative was whether the future enrollment of Phoenix High School would remain relatively stable even

though the Lincoln High School student population was projected to continue to grow.

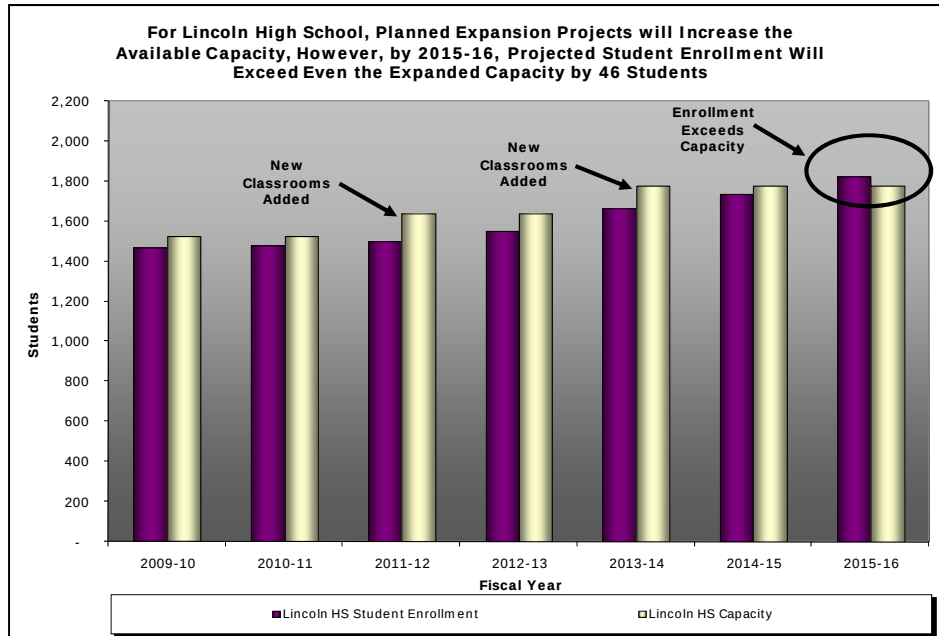
The graphs included in this section of the report summarize the enrollment and capacity comparison, by grade level, that was evaluated by the FNC in October 2009.

Enrollment is projected to exceed capacity at the elementary level in approximately 2013-14 and at the high school level in approximately 2015-16. Although a new school may not be constructed to open

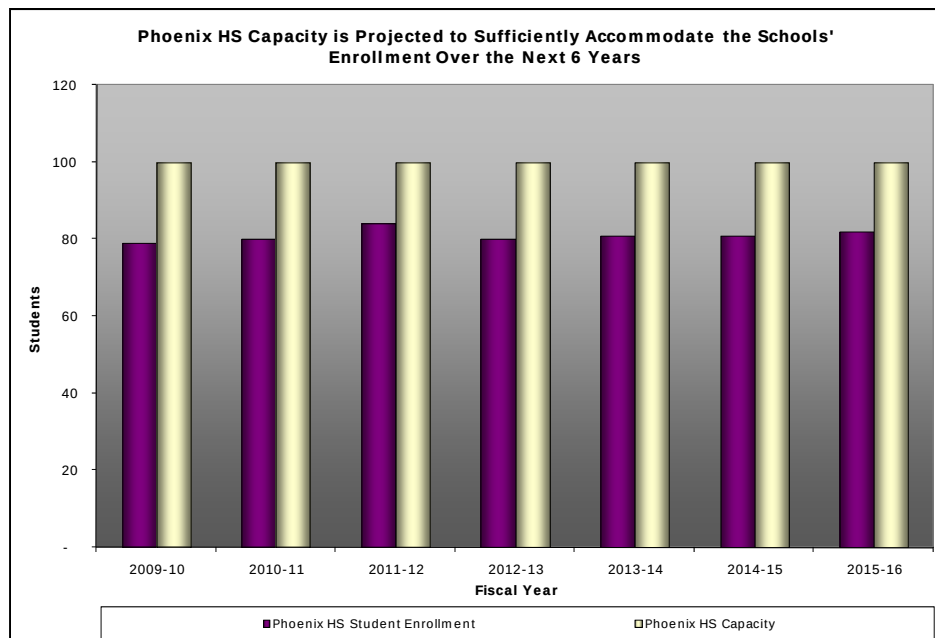
immediately when the enrollment exceeds the capacity, this analysis provides an idea as to when new schools are needed.



After reviewing the information and understanding that new schools would be needed in the future, the FNC indicated that ideally, new development would pay for its fair share of the cost of any new schools to be constructed. However, the FNC discussed the current funding challenges facing the District as there is a shortfall between the amount of money available from new



development within the City of Lincoln's Old General Plan and the cost of the facilities needed to serve development from that planning area.



EVALUATION OF EDUCATIONAL PROGRAM NEEDS

As part of the facilities needs assessment process, the FNC evaluated how well the buildings and site support the instructional program of the schools. Factors considered, in general, included: adjacent space, flexibility of space, lighting, acoustics and storage. Further, large group spaces such as gymnasiums, multi-purpose rooms, cafeterias, libraries and media centers were evaluated for adequacy. Finally, the ability of the schools to support technology needed to enhance learning opportunities was considered. A sample worksheet regarding the Educational Program Needs Assessment that was completed by the FNC for each school, is included in *Appendix D*.

School facilities are expected to have a useful life of around 50 years, but educational models will change significantly over that time. Before identifying specific improvements, the FNC was presented with an out-of-the-box discussion on how education may evolve to generate ideas for identifying the improvements that can be completed today to serve instructional needs of the future. Some of the thought provoking questions asked were:

- What will students/staff be doing and how will they be learning/teaching in the next 20-30 years?
- What will learning environments look like in the next 20-30 years?
- What will the impact of technology be on education over the next 20-30 years?
- How do you create flexibility in learning environments today to accommodate students over the next 20-30 years?

Although these questions were not specifically addressed, these global concepts were prevalent in the FNC's identification of facility improvements to meet educational program needs. A compilation of the improvements identified by the FNC is included in the Project List set forth later in this report.

TECHNOLOGY

A topic that was identified for each school was the need to keep up with technological advances. Today, technology is used extensively to help students learn basic and critical thinking skills. In the future, the applications and capabilities of educational and information management technology will increase dramatically. Today, the majority of jobs require at least some technology proficiency and as such, it is expected that students will leave school with the ability to work with and use technology.

The implementation of voice, video and data throughout school facilities is becoming a standard in schools across the country. Appropriate and strategically designed and installed technology will greatly enhance the teaching and learning of basic skills and position of a school to take advantage of technological developments in the future.

The FNC identified District-wide technology upgrades at all sites as an important improvement project for the District. To take advantage of technology, schools will need:

- Comprehensive staff development programs and training
- Student access to technology applications
- Updated hardware and software in computer labs, classrooms and Media Centers
- Wireless access points
- Updated school wiring and internet access
- Integration of technology into academic content standards

Technology has four primary applications within the school environment. These applications have the potential to have a positive impact on every aspect of the educational process found in school. The following table illustrates the four primary applications that interface with each other and some examples of educational applications in each area.

Communication / Productivity: E-Mail, Word Processing, Database, Spreadsheets, Phone, Internet	Student Services: Schedules, Grades, Attendance, Counseling, Transportation, Food Services
Educational Technology: Media Center, Computer Applications, A/V Applications, Distance Learning, Internet	Business Systems: Accounting, Payroll, Inventory

CAPITAL IMPROVEMENT PROJECTS BY SCHOOL SITE

Based on information gathered through both an evaluation of the condition of schools, identification of modernization needs, and identification of facilities needed to support instructional programs, each school site created a capital improvement project list.

CARLIN C. COPPIN ELEMENTARY

School Modernization

Including:

- Improved parking/drop off
- Safety/security upgrades (locks, fencing, lighting, emergency kits)
- Painting
- Tiling
- Updated HVAC and water system
- Improved drainage
- Refurbished kindergarten bathrooms and playground
- Landscaping
- Cosmetic improvements
- Shade structure
- Improved kitchen facilities
- Storage additions

Auditorium / Multi-Purpose Room /Cafeteria Expansion

CREEKSIDE OAKS ELEMENTARY

School Modernization

Including:

- Parking improvements
- Safety/security upgrades (locks)
- Painting
- Improved intercom system
- Classroom cosmetic improvements
- Bathroom upgrades
- Improved drainage
- Playground refurbishing
- Improved ramps
- Storage additions
- Improved kitchen facilities
- Additional counseling space

New Multi-Purpose Room

FIRST STREET SCHOOL

School Modernization

Including:

- Improved parking/drop off
- Safety/security upgrades (locks, fencing, lighting)
- Painting
- Updated HVAC and water system
- Improved bathrooms
- Storage additions
- Refurbished kindergarten playground
- Improved kitchen facilities
- Improved acoustics
- Updated PA system

New Library / Computer Lab / Media Center

New Multi-Purpose Room

FOSKETT RANCH ELEMENTARY

School Improvements

Including:

- Acoustic upgrades
- Security upgrades (fencing, lighting and skateboard prevention)
- Roof repairs
- Interior classroom improvements
- Updated alarm system
- Improved drinking fountains

Additions for RSP Classrooms

New Music Room

LINCOLN CROSSING ELEMENTARY

School Improvements

Including:

- Improved landscaping
- Safety upgrades (lighting)
- Improved drinking fountains
- Window coverings
- Library shelving
- Improved furnishings

SHERIDAN SCHOOL

School Modernization

Including:

- Improved parking/drop-off area
- Painting
- Carpeting
- Dry rot repair
- Upgraded bathrooms
- Additional faucets
- Additional computers in classrooms
- Improvements to administrative offices
- New shade structure
- Improved kitchen facilities
- Upgraded HVAC
- Storage additions
- Acoustic upgrades
- Improved furnishings

New Multi-Purpose Room

New or Expanded Library / Media Center

TWELVE BRIDGES ELEMENTARY

School Improvements

Including:

- Acoustic upgrades
- Safety upgrades (security cameras and lighting)
- Improved portables

GLEN EDWARDS MIDDLE

School Modernization

Including:

- Improved parking/drop-off area
- Upgraded bathrooms
- Improved kitchen facilities
- Interior and exterior cosmetic improvements
- Improved drainage
- Asbestos abatement
- Improved lighting
- Upgraded HVAC
- Administrative office space improvements
- Improve intercom system
- Improved furnishings
- New entrance
- Other needs as described in the School Site Master Plan

New Gymnasium / Multi-Purpose Room

Library Expansion

TWELVE BRIDGES MIDDLE

New Vocational Classrooms

For woodshop and home economics

Improved Acoustics

LINCOLN HIGH SCHOOL

School Modernization

Including:

- Improved parking/drop off area
- Expanded cafeteria
- Improved Career Technical Education classrooms
- Fixed water fountains
- New shade structure
- Improved kitchen facilities
- Additional storage
- New HVAC system
- Other needs as described in the School Site Master Plan

New Dance /Choir Room

Expansion of Administrative Offices

PHOENIX HIGH SCHOOL

School Modernization

Including:

- Improved parking/drop-off area
- Additional administrative space
- Increased storage

New Multi-Purpose Room / Library / Media Center / Cafeteria

DISTRICT-WIDE

Technology Upgrades At All Sites

Including:

- More computers
- Updated wiring/cables
- Promethean boards
- Video capabilities
- Additional computer drops
- Other improvements as identified by District Technology Experts

New Support Services Facility

Including:

- Shipping
- Receiving
- Food storage
- Textbook storage
- General storage

Energy Efficiency Improvements At All Sites

New Elementary School Land Acquisition and Construction

New High School – Phase 1 Land Acquisition and Construction

PRIORITIZATION OF CAPITAL PROJECTS

The FNC understands that due to funding constraints the District will likely need to phase the implementation of the capital projects identified by the FNC. Therefore, two levels of prioritization were completed by the FNC. The first ranked all of the projects generally in three tiers. Then, each individual school site prioritized their individual projects and provided such information to the District's facilities staff. These prioritizations can be considered in light of other factors influencing project prioritization.

In order to prioritize all the projects identified by the FNC, including projects at each school site, the FNC conducted an exercise to get an idea of the committee's preferences. In the exercise, committee members were allocated \$1 million in funny-money, in varying denominations. Committee members were able to "spend" their money on the various capital projects. At the end of the exercise, the amount of money allocated to each project was tallied. The projects were then ranked in order based on the amount of money allocated. The projects were then grouped into three tiers of prioritization based on the amount of money allocated to the various projects. The results of this exercise are identified below:



Tier 1 Projects

Glen Edwards New Gymnasium/Multi-Purpose Room
Glen Edwards Middle Modernization
Lincoln High Modernization
First Street School Modernization
Technology Upgrades at All Sites

Tier 2 Projects

Carlin C. Coppin Elementary Modernization
Creekside Oaks New Multi-Purpose Room
Carlin C. Coppin Auditorium/Multi-Purpose Room/Cafeteria Expansion
First Street School New Multi-Purpose Room
New Elementary School Land Acquisition and Construction
Sheridan School New Multi-Purpose Room
Lincoln High New Dance/Choir Room
Creekside Oaks Elementary Modernization
Support Services Facility
Sheridan School Modernization
Energy Efficiency Improvements at All Sites
Lincoln High Expansion of Administrative Offices

Tier 3 Projects

Phoenix High Modernization
Phoenix High New Multi-Purpose Room/Library/Media Center/Cafeteria
Lincoln Crossing Elementary School Improvements
New High School – Phase 1 Land Acquisition and Construction
First Street School New Library/Computer Lab/Media Center
Glen Edwards Middle Library Expansion
Twelve Bridges Elementary School Improvements
Foskett Ranch Elementary School Improvements
Foskett Ranch Additions to RSP Classrooms
Twelve Bridges Middle New Vocational Classrooms
Twelve Bridges Middle Improved Acoustics
Foskett Ranch Elementary New Music Room
Sheridan School New or Expanded Library/Media Center

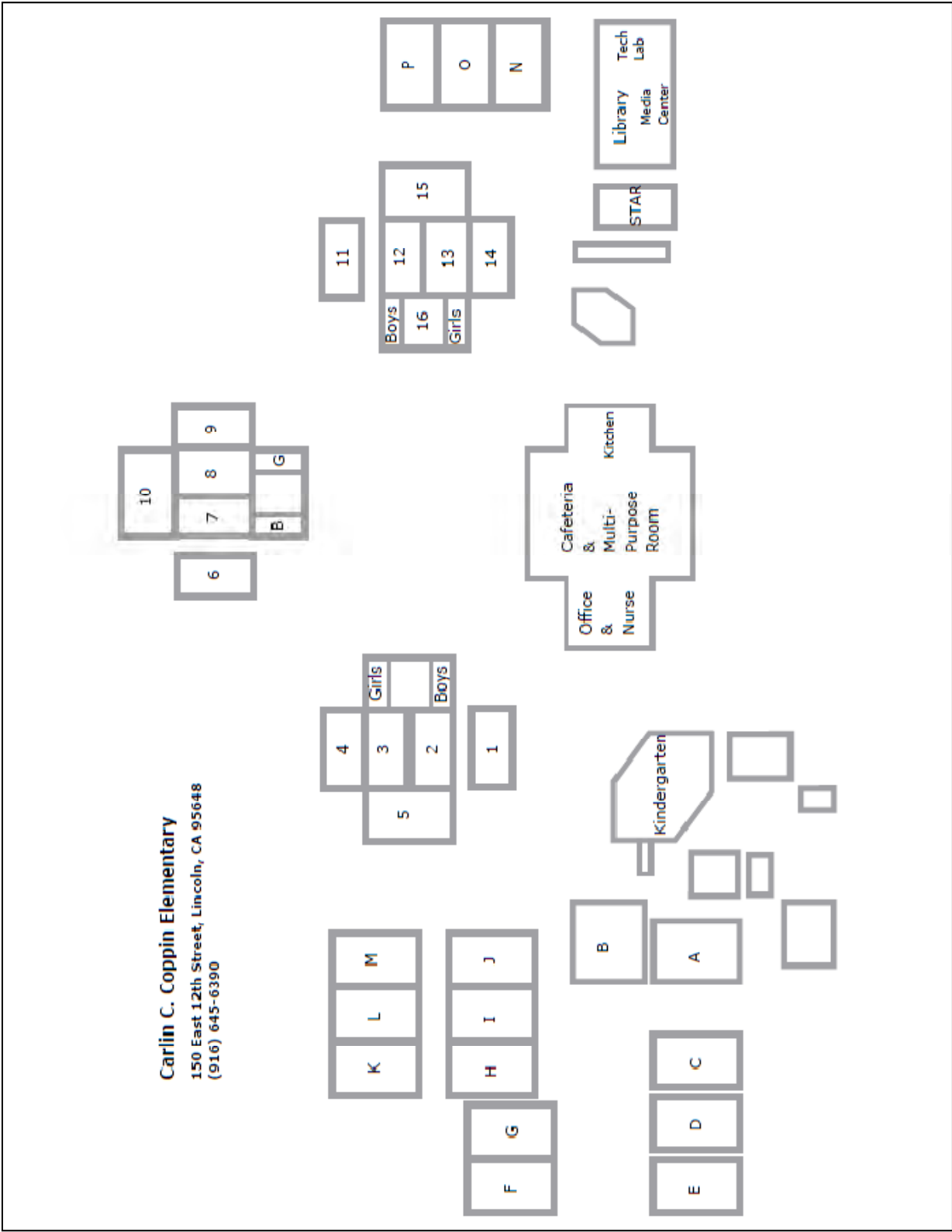
RECOMMENDATIONS

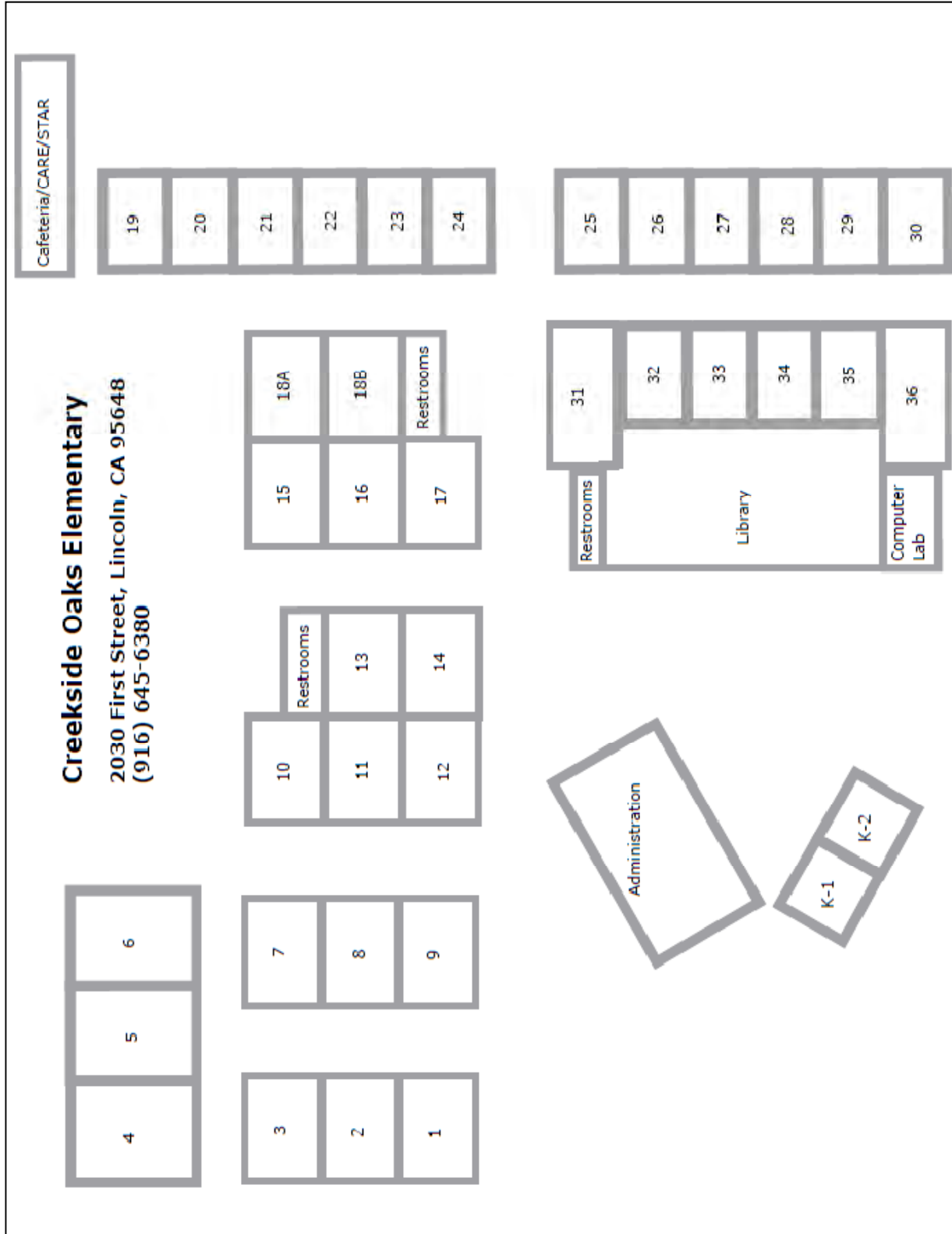
Based on the work completed and discussions held by the FNC, the committee agreed on the following recommendations:

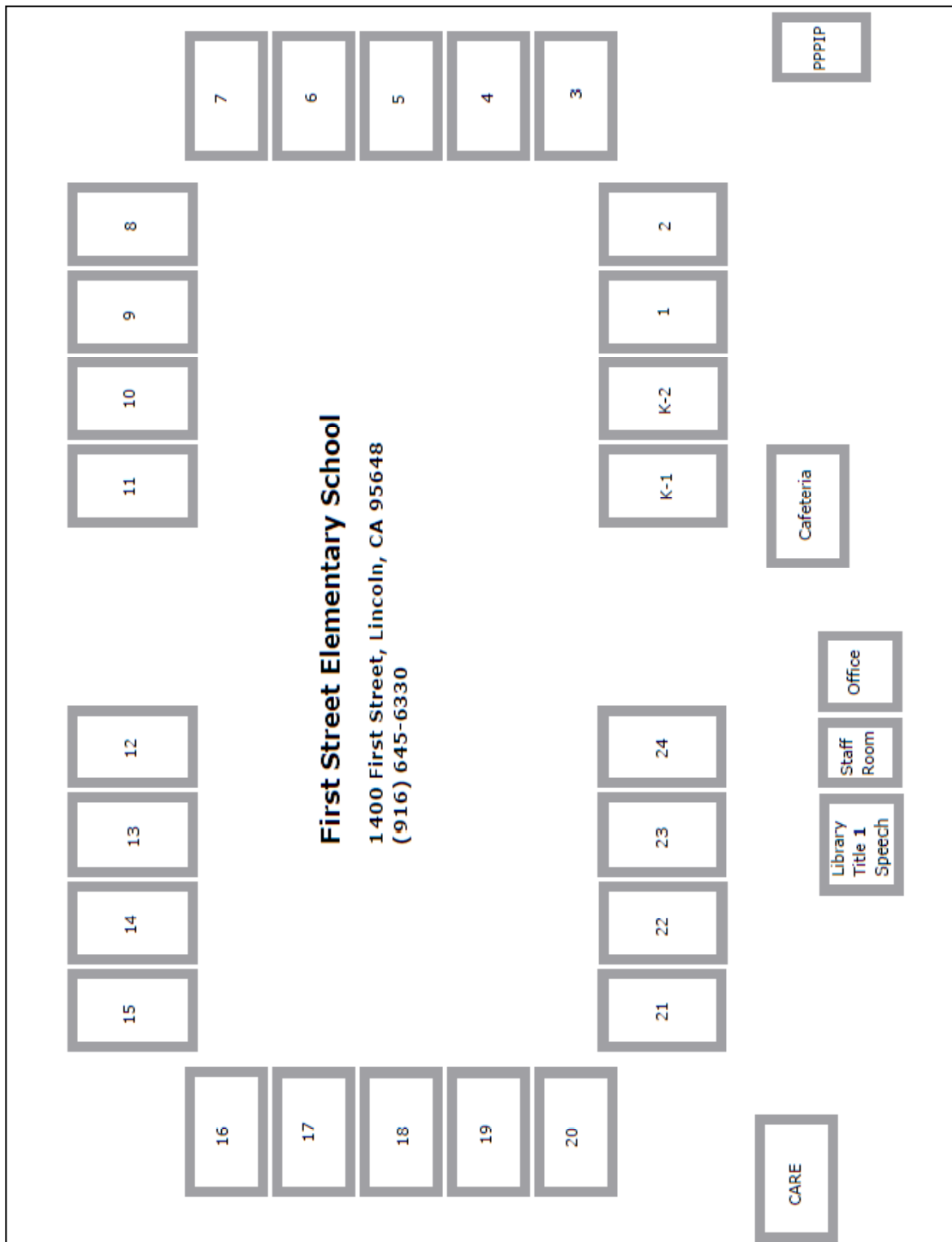
- ◆ Incorporate the capital projects identified by the FNC into the District's overall Facilities Master Plan and complete such projects as soon as possible.
 - o Preliminary cost estimates of such projects total approximately \$160 million.
 - o The FNC understand that the timing of completion of such projects will be limited by available funding.
- ◆ Since not all projects can be completed at one time, the FNC has established 3 phases related to the prioritization of project completion. Projects should be constructed based on this priority.
 - o A large focus should be placed on improving older facilities.
 - o If funding becomes available that is specific to lower priority projects, those projects should be completed, even if they are not a top priority project.
- ◆ The District should pursue any grant funding available to fund the completion of projects.
 - o This includes active participation in the State School Facility Program.
- ◆ The District should pursue local funding through a General Obligation Bond ("GO Bond") in order to fund any shortfall between grant funds and total project costs.
 - o A GO Bond must only fund necessary projects.
 - o The District should minimize the cost of funds to the extent possible by using Federal subsidies whenever they are available.
 - o Independent oversight of GO Bond expenditures should be included in the plan.
- ◆ Funding for capital projects should not come from the District's General Fund.
- ◆ New development should pay for the facilities needed to serve the students that are expected to come from such development.
 - o Schools should be built in a timely fashion to accommodate new development so that existing schools do not become overcrowded.
- ◆ Consider educational specifications for each grade configuration (i.e., elementary, middle and high) and attempt to bring all sites up to such specifications.
 - o If that is not possible, evaluate the long-term feasibility of such sites (e.g., First Street School) and consider alternatives.
- ◆ If schools are determined to be temporary in nature, develop creative solutions so that such schools are provided with necessary facilities while minimizing the amount of capital expenditures.
- ◆ Provide District-wide storage and support facilities to the extent that they will free up space on the school sites and improve the services the schools are able to provide students.
- ◆ Enhance the technology throughout the District.
- ◆ Make all sites energy efficient.

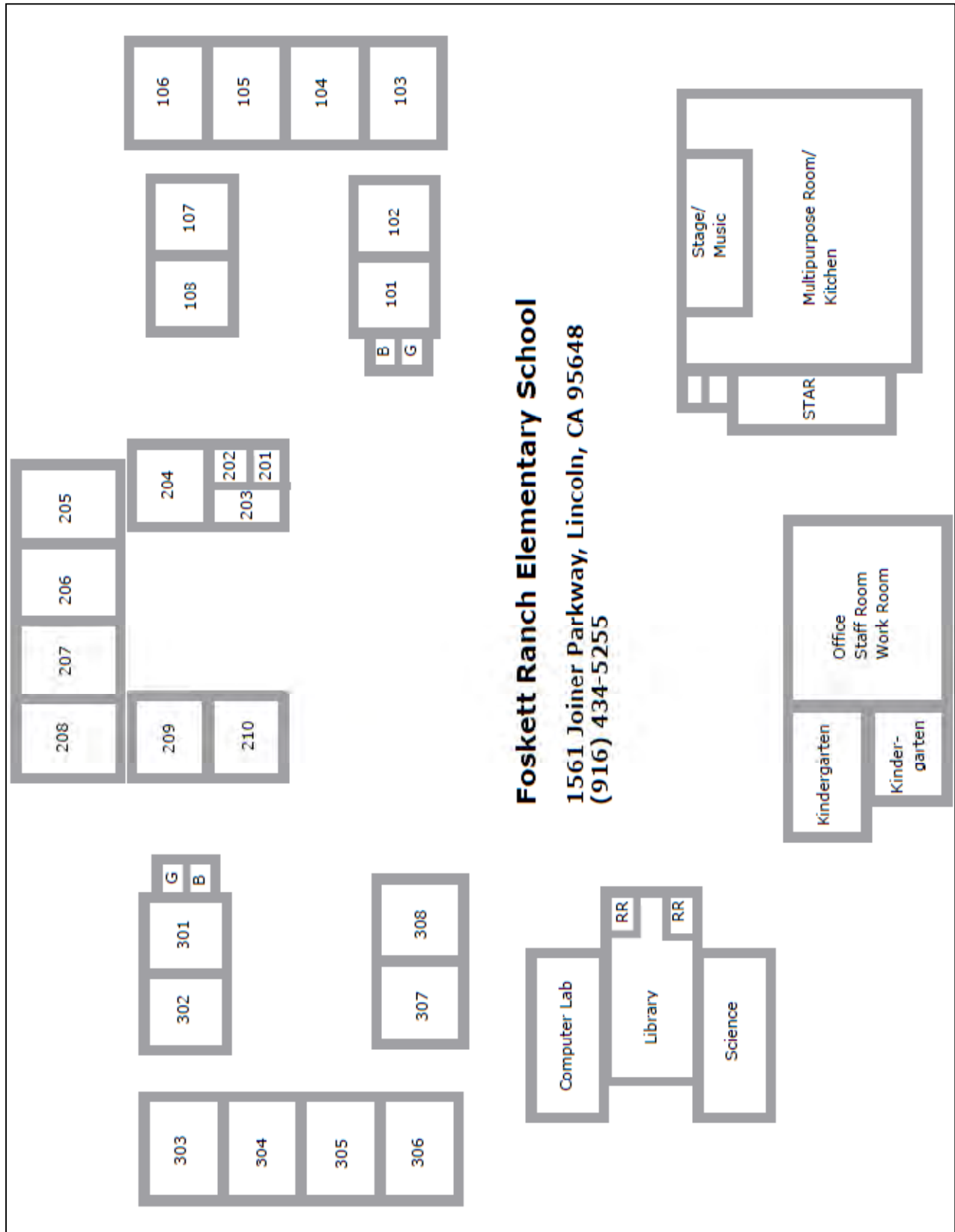
- ♦ On an ongoing basis, maintain communication with all school site principals, teachers, staff and parents to ensure a thorough understanding of school site capital needs.

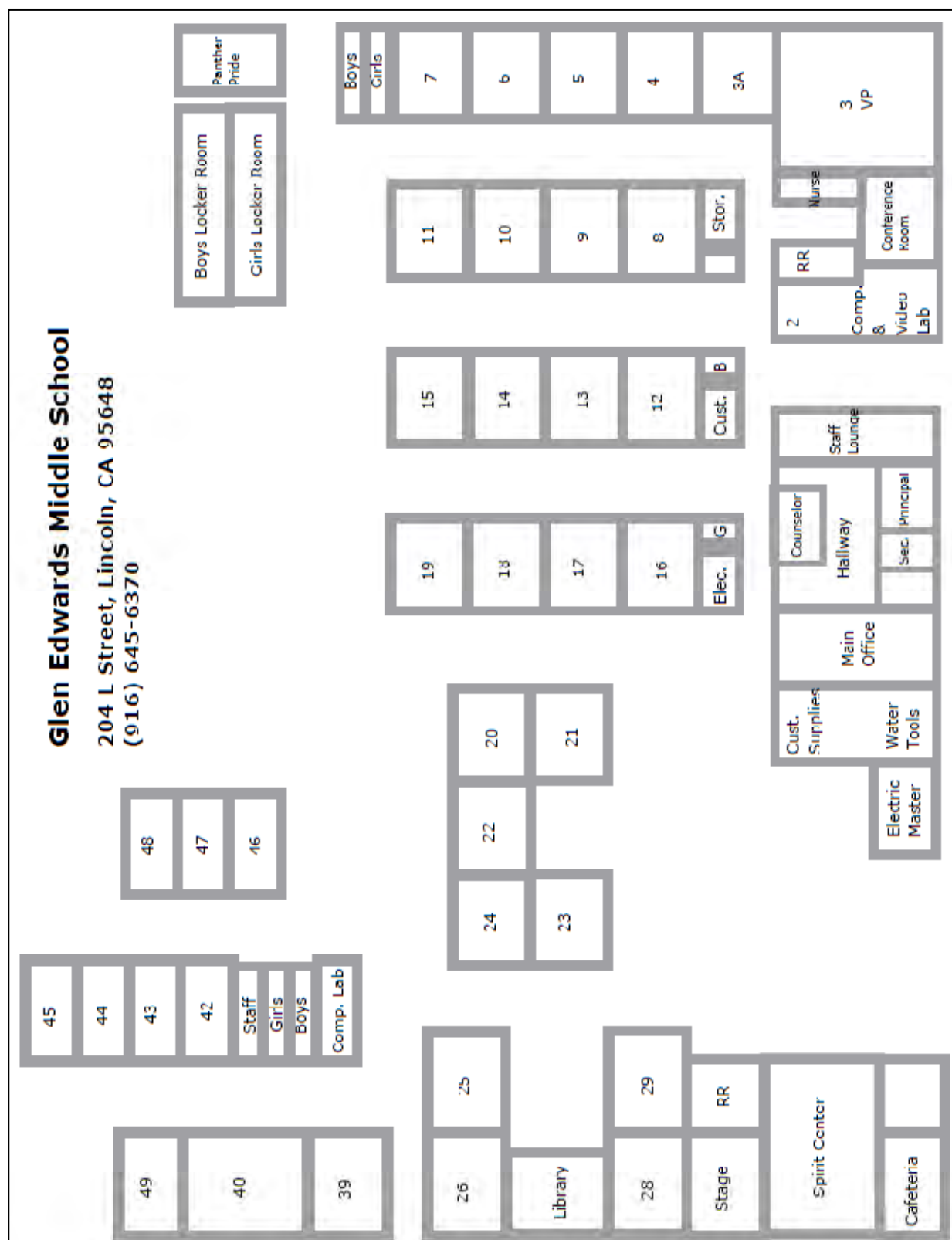
APPENDIX A – SCHOOL SITE MAPS





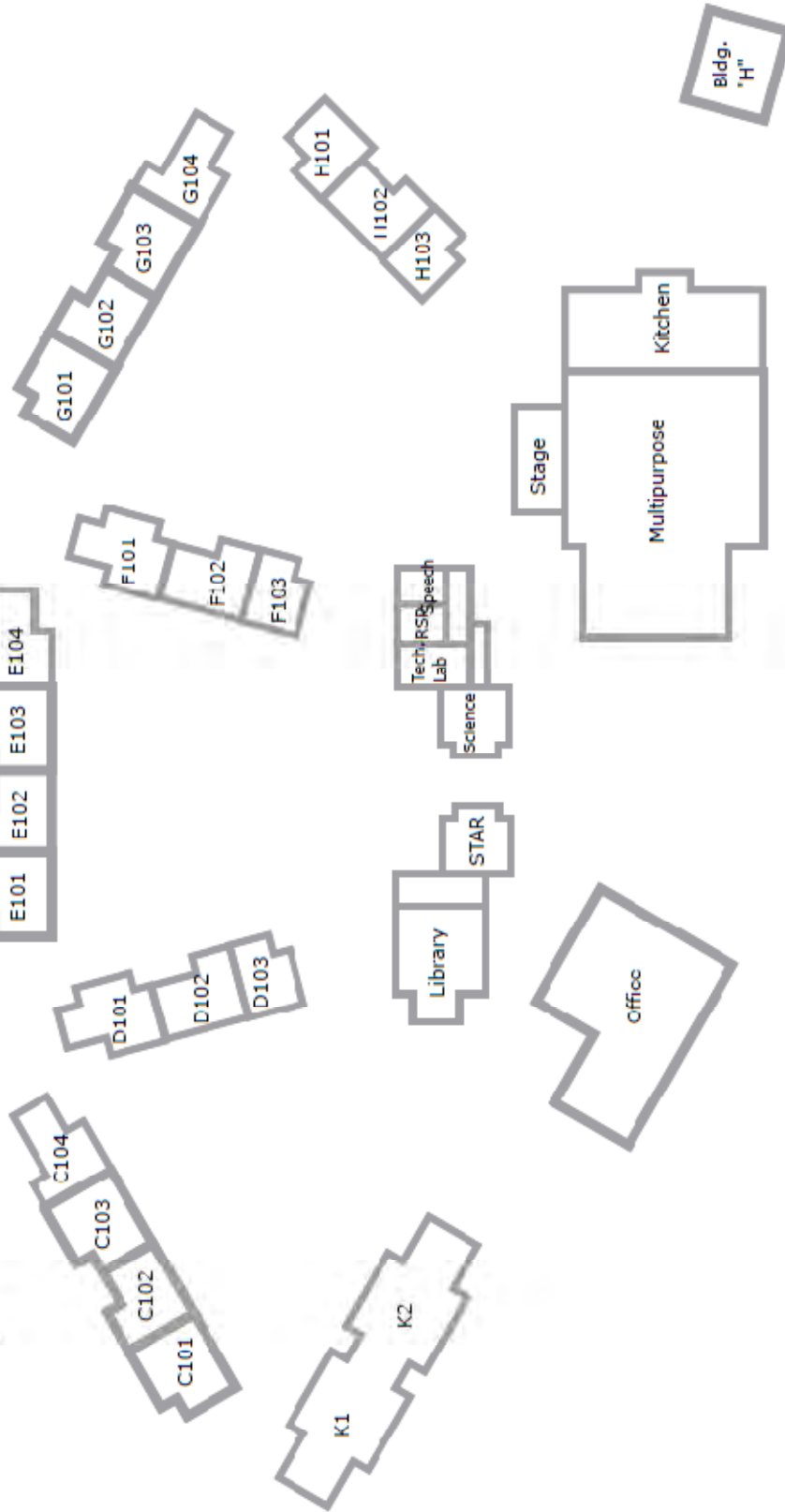






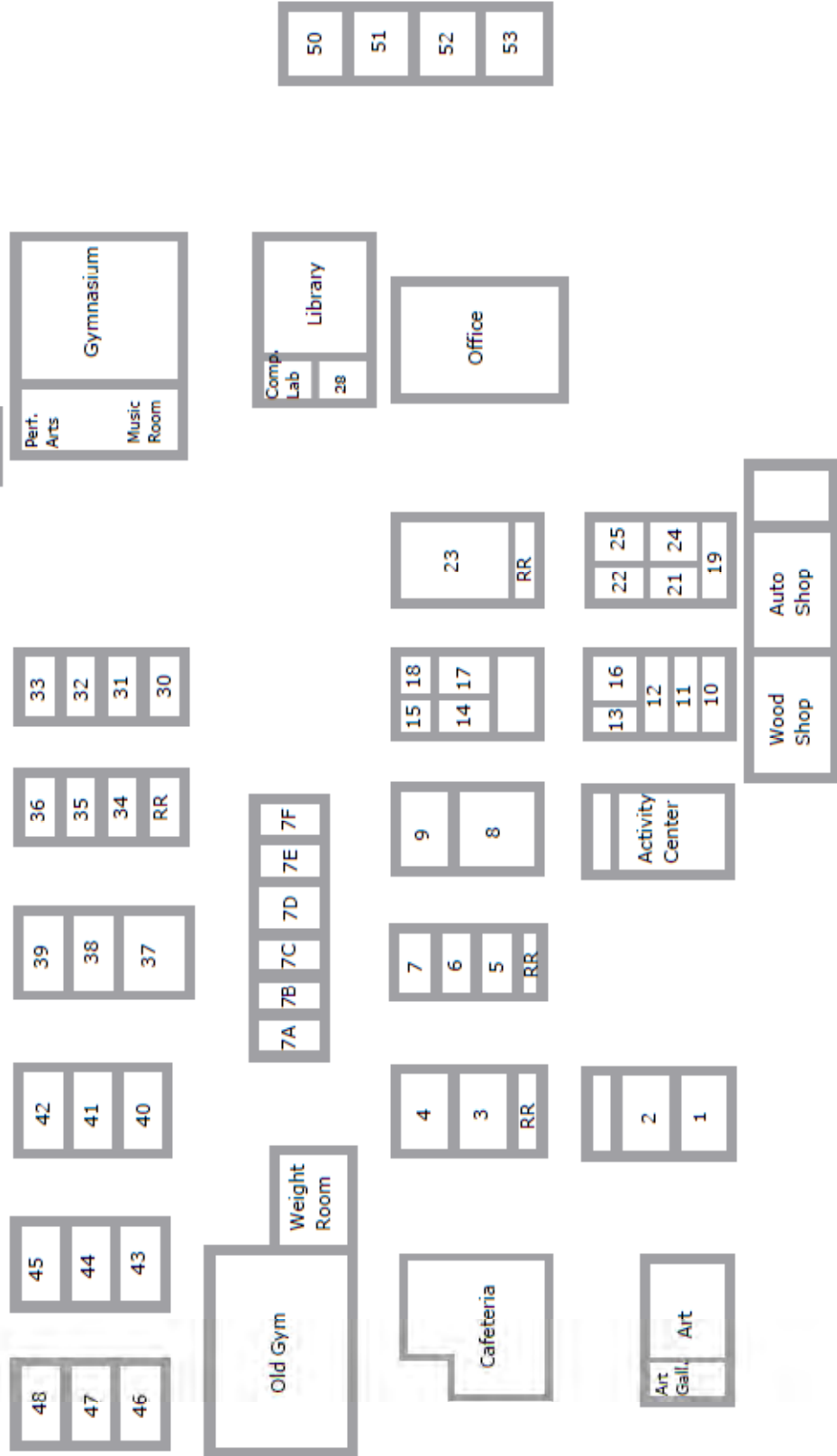
Lincoln Crossing Elementary School

635 Groveland Lane, Lincoln, CA 95648
(916) 434-5261



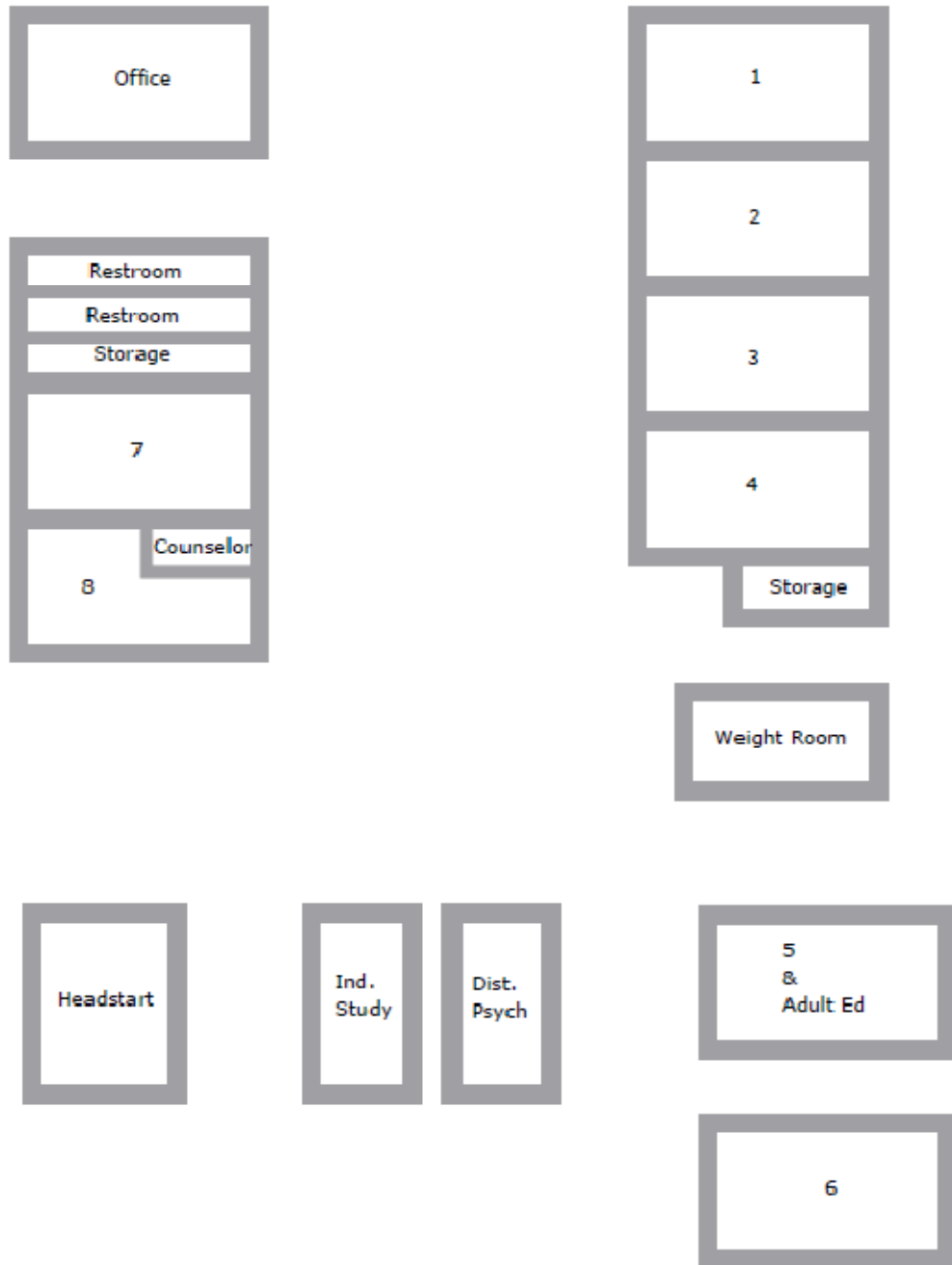
Lincoln High School

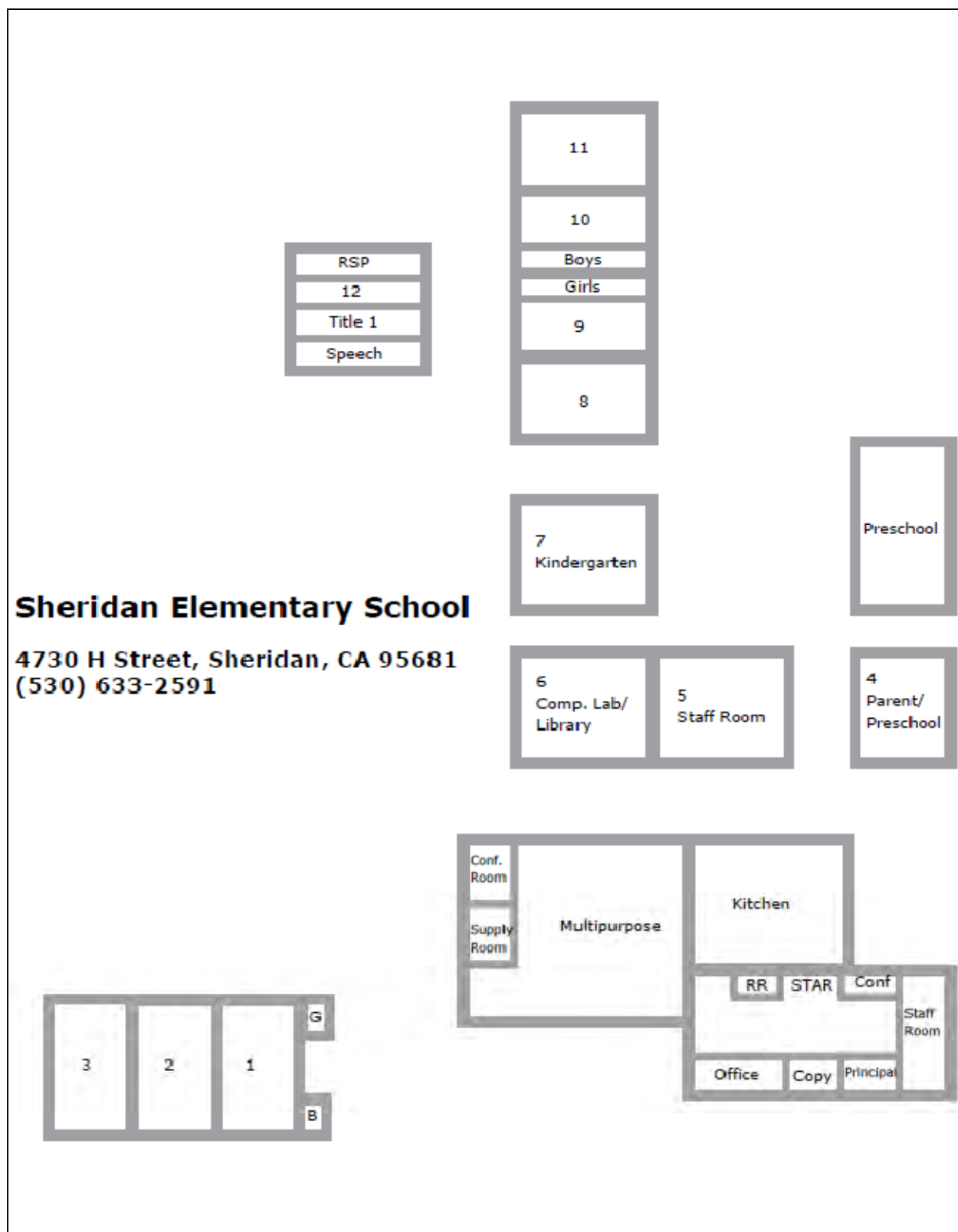
790 J Street, Lincoln, CA 95648
(916) 645-6360

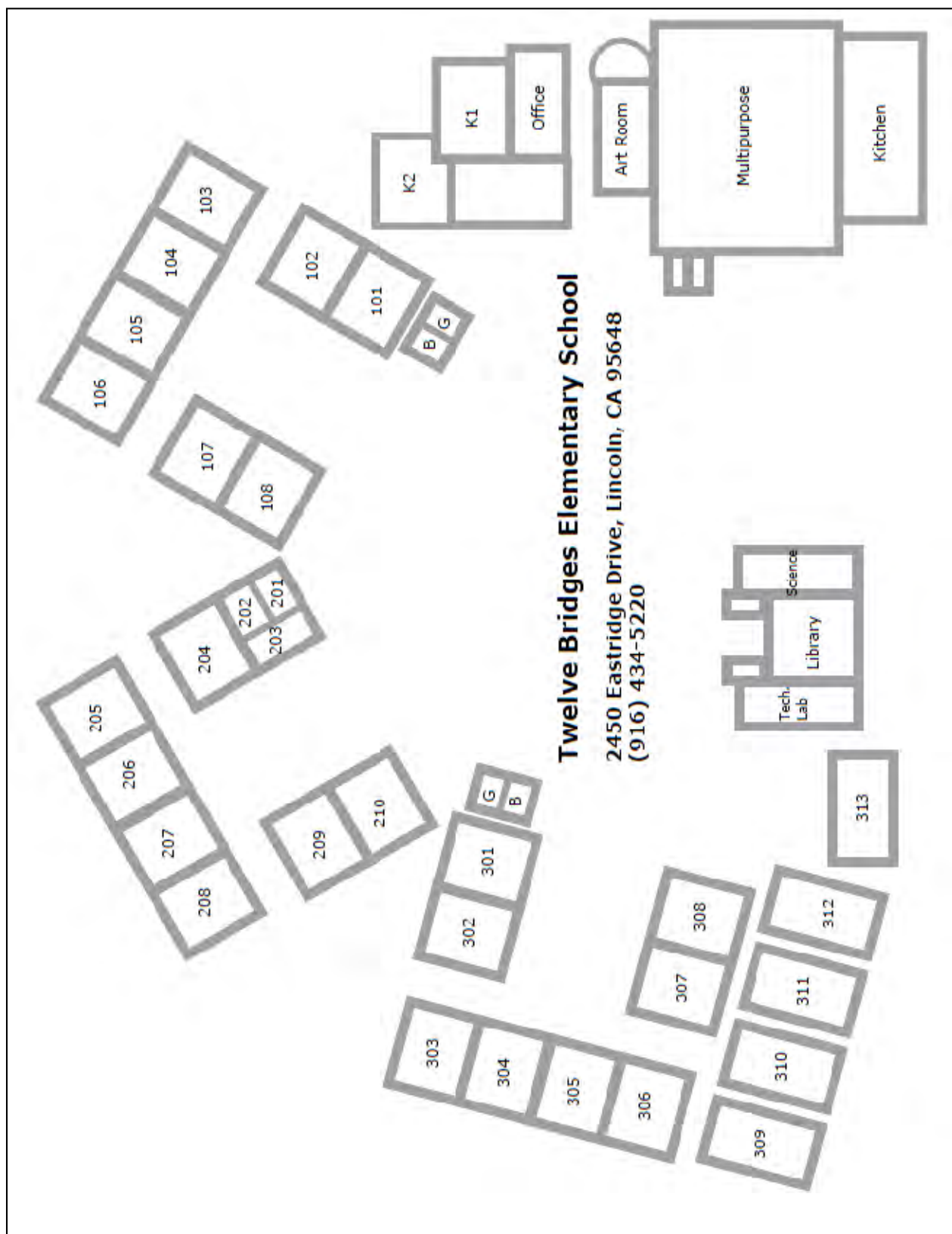


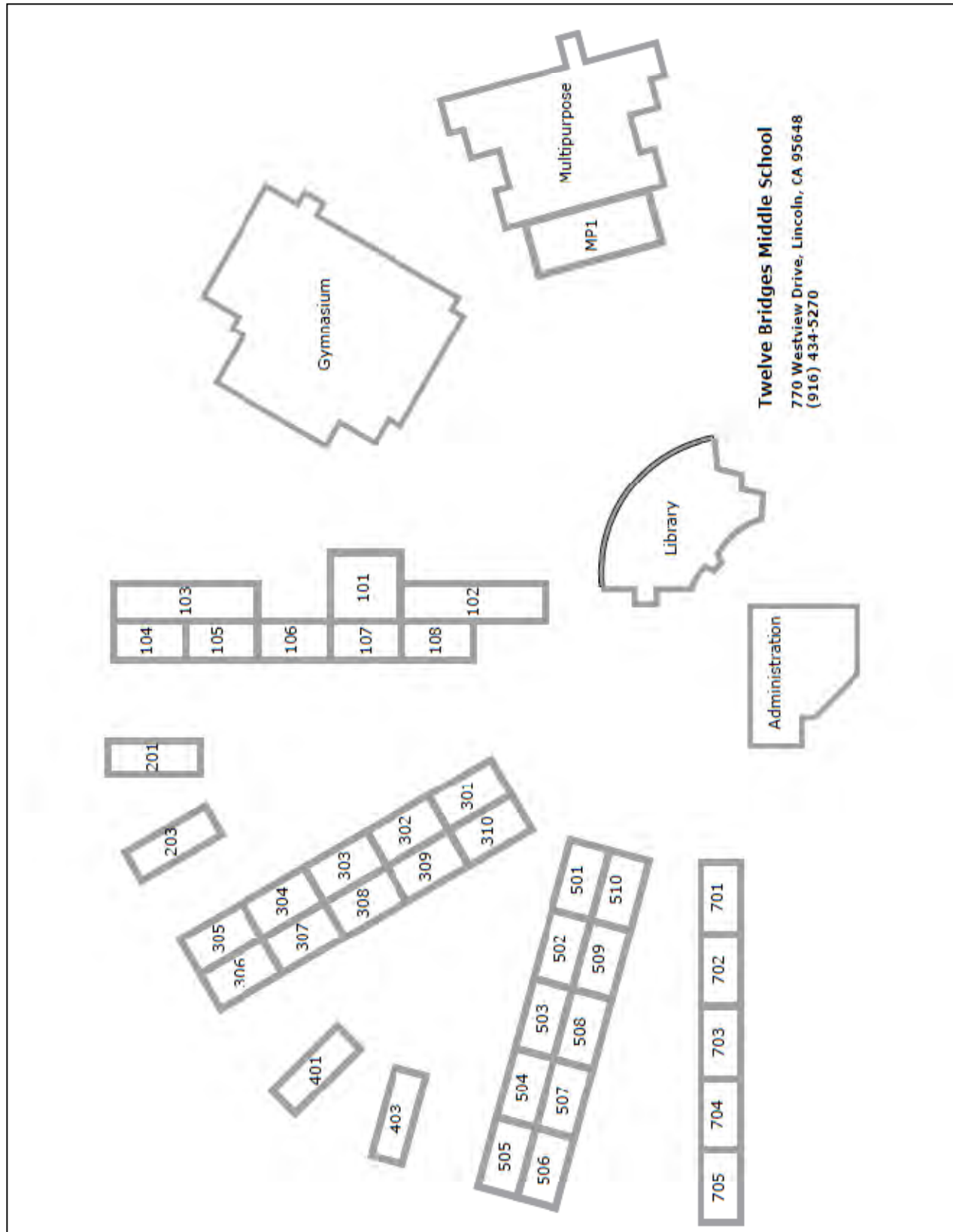
Phoenix High School

870 J Street, Lincoln, CA 95648
(916) 645-6395









**APPENDIX B – EVALUATION OF THE CONDITION OF SCHOOL SITES SAMPLE
WORKSHEETS**

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
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Site			
Size			
Safety			
Playfields			
Parking			
Landscaping			
Other			

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
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Space		
Classrooms		
Administration		
Health		
Staff Room		
Library		
Multipurpose		
Stage		
Kitchen		
Gymnasium		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
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Space (Cont'd)		
Showers		
Toilets		
Lockers		
Storage		
Flexibility		
Utilization		
Disabled Access		
Other		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
------	-------------------------------	---

Light		
Quantity		
Brightness		
Windows		
Screening		
Energy Factors		
Other		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
------	-------------------------------	---

Heat & Air		
Temperature Comfort		
Insulation		
Air Exchange		
Distribution		
Conditions		
Energy Factors		
Other		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
Sound		
Floor Absorption		
Wall Absorption		
Ceiling Absorption		
Vent Absorption		
Other		
Aesthetics		
Appropriateness		
Naturalness		
Continuity		
Other		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
------	-------------------------------	---

Equipment		
Quantity		
Mobility		
Flexibility		
Maintenance		
Technology		
Other		

**Western Placer Unified School District
Facilities Needs Committee
Evaluation of the Condition of School Sites**

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
------	-------------------------------	---

Maintenance		
Turfed Areas		
Sprinklers		
Drainage		
Parking		
Hardcourt		
Sidewalks		
Exteriors		
Interiors		
Roofing		

Western Placer Unified School District Facilities Needs Committee Evaluation of the Condition of School Sites

Item	Good / Moderate / Poor?	Comments on Existing Conditions and Needed Improvements
Maintenance (Cont'd)		
Windows		
Fencing		
Mechanical Equipment		
Hardware		
Plumbing Fixtures		
Other		

Comments:

[illegible]

APPENDIX C – SCHOOL CAPACITY EVALUATION SAMPLE WORKSHEETS

----- **Elementary School**
School Capacity Analysis

Classroom Count

Total # of Classrooms: _____

Kindergarten Classrooms: _____

1st – 3rd Grade Classrooms: _____

4th – 5th Grade Classrooms: _____

Alternative Classroom Use (e.g., SDC, STAR, labs, staff room, etc.) (Please specify use):

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

_____: _____ classroom(s)

Total Alternative Use Classrooms: _____

----- Middle School
School Capacity Analysis

Classroom Count

Total # of Classrooms: _____

6th – 8th Grade Classrooms: _____

Alternative Classroom Use (e.g., SDC, labs, shops, staff room, etc.) (Please specify use):

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

_____ : _____ classroom(s)

Total Alternative Use Classrooms: _____

----- **High School**
School Capacity Analysis

Classroom Count

Total # of Classrooms: _____

9th – 12th Grade Classrooms: _____

Alternative Classroom Use (e.g., SDC, labs, shops, staff room, etc.) (Please specify use):

_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)
_____:	_____ classroom(s)

Total Alternative Use Classrooms: _____

**APPENDIX D – EDUCATIONAL PROGRAM NEEDS ASSESSMENT SAMPLE
WORKSHEETS**

How Well Our School Supports Existing Instructional Programs

School: _____
(Mark N/A as appropriate)

	Current Needs	Future Needs	Justification
Furnishing Storage			
Adjacent Space			
Flexibility of Space			
Lighting inside & out			
Acoustics			

How Well Our School Supports Existing Instructional Programs

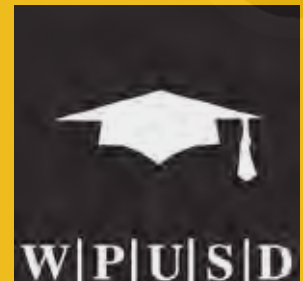
School: _____
(Mark N/A as appropriate)

	Current Needs	Future Needs	Justification
Gymnasium			
Multi/Cafeteria			
library/Media Center			
Technology			
Other			

APPENDIX D: LINCOLN HIGH SCHOOL AND PHOENIX HIGH SCHOOL SITE MASTER PLAN



WESTERN PLACER UNIFIED SCHOOL DISTRICT FACILITY MASTER PLAN



LINCOLN HIGH SCHOOL MASTER PLAN
PHOENIX HIGH SCHOOL MASTER



NOVEMBER 2008

LINCOLN HIGH SCHOOL MASTER PLAN PHOENIX HIGH SCHOOL MASTER PLAN



Master Plan Participants Project Directory

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Executive Summary

District Description
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Master Plan Process
Funding & Cost Summary
Summary of Project Scopes
Existing Campus Plan
Proposed Campus Plan
Proposed Academy
Concept Plan
Implementation and
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Western Placer Unified School District
Master Plan

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A FACILITIES MASTER PLAN IS A "LIVING DOCUMENT" THAT WILL SERVE THE COMMUNITY BY DEVELOPING A "ROAD MAP" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S EDUCATIONAL INFRASTRUCTURE.





FACILITIES MASTER PLAN PARTICIPANTS

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Brian Haley, Vice President
Ana Stevenson, Clerk
James McCloud, Member
Paul Long, Member

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Cathy Allen, Asst. Sup., Facilities and Maint. Svcs.
Heather Marcione, Planner
Mary Boyle, Asst. Sup., Educational Svcs.
Frank Nichols, Director of Maint. Ops.
Dave Butler, Principal
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LPA Inc., Master Plan Architects
LP Consulting Engineers, Master Plan Engineers (MEP)

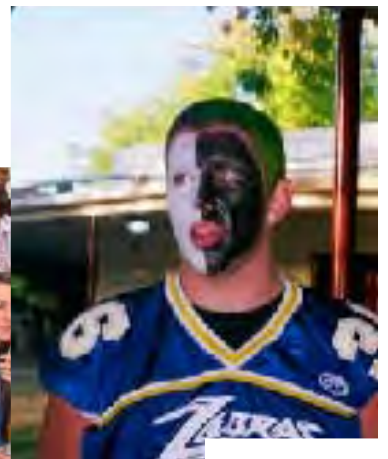
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Cindy Farris, Teacher
Clint Nelson, Teacher



"EMPOWER STUDENTS
WITH THE SKILLS,
KNOWLEDGE AND
ATTITUDES FOR
SUCCESS IN AN EVER
CHANGING WORLD..."

WPUSD MISSION STATEMENT



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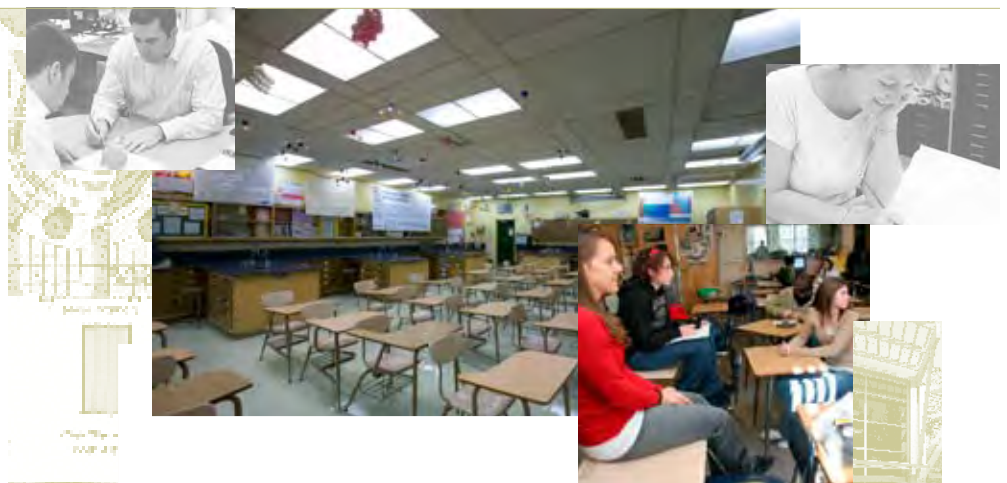
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THE WPUSD FACILITIES MASTER PLAN PROVIDES GUIDELINES, AND A LONG TERM VISION FOR THE FUTURE. IT ALSO HAS THE FLEXIBILITY TO ADDRESS UNKNOWN CONDITIONS, FUTURE TECHNOLOGIES & EDUCATIONAL METHODOLOGIES AS THEY ARISE.



DISTRICT DESCRIPTION

HISTORY OF LINCOLN

The original townsite was surveyed and laid out in 1859 by Theodore Judah along the proposed line of the California Central Railroad. The name "Lincoln" was conferred in honor of Charles Lincoln Wilson, one of the organizers and directors of the California Central Railroad. The CCRR was planned as a rail link between the cities of Marysville and Sacramento via a connection to the Sacramento Valley Railroad in Folsom. Grading from Folsom to Marysville commenced in 1858 and was completed to Marysville by 1860. Track laying began that same year and the rails reached the site of Lincoln in early 1861. At this point, due to a lack of funds, further construction on the California central was temporarily halted and Lincoln experienced a small-scale boom as the northern terminus of this new road. Within a few years, however, more investors were found and the line was extended to Wheatland, in Yuba County, bringing an end to this early stage of Lincoln's development.

When most of its population and business moved on with the railroad, the town settled into a lull until the early 1870's, when rich clay deposits of the Ione Formation were discovered nearby. This led to the establishment of Gladding, McBean, & Co., the pottery that Lincoln is famous, ushering in a new era of prosperity and growth.

Lincoln remained a sleepy town until the mid-1990s, when the suburbs of Sacramento started expanding out past nearby Roseville. The city is now enjoying a new period of growth. As of July 16th, 2007 the population has been said to be 39,566, a growth of 236.8% since 2000, making Lincoln the U.S.'s fastest growing suburb.

In June, 2004, Lincoln gained additional notoriety when it opened the first casino in the greater Sacramento area. In 2006, Lincoln was named an All-America City by the National Civic League. It was the only California city to be named an All-America City that year, and only one of 10 cities to receive the prestigious award.



THE MASTER PLAN PROGRAM WILL BE EVALUATED AND UPDATED ANNUALLY IN ORDER TO ADJUST THE PROJECT SCOPES TO REFLECT CURRENT BID MARKET CONDITIONS AND/OR THE SUCCESSFUL CAPTURE OF ADDITIONAL REVENUE FOR THE PROGRAM.



DISTRICT DESCRIPTION

VISION STATEMENT

"Students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort."

WPUSD Vision Statement



DISTRICT DESCRIPTION

It wasn't too long ago that the population of the quiet little city of Lincoln, resting at the base of the Foothills of the Sierras in Lower Placer County, California, was a little over 17,000. But in early 2006, Lincoln's population reached over 33,000 reflecting the City's march forward on its "smart growth" plan.

Lincoln was named after Charles Lincoln Wilson, a transportation executive and the builder of the California Central Railroad. The first settlement in Lincoln was made in 1859 by John Chapman, G. Gray, John Ziegenbein, and E.A. Gibson. In 1862 and 1863, Lincoln became very prosperous and had a population between 400 and 500.

Lincoln is the home of one of Placer County's oldest businesses, the Gladding McBean terra cotta clay manufacturing plant, established in 1875, after Chicago resident Charles Gladding learned of a very large layer of clay near Lincoln. The plant is still in operation manufacturing primarily clay pipe used for city infrastructure.

WPUSD once included over fifteen individual districts that were unified in 1966. The first school board members were Conrad "Ed" Engler, Stanley Nader, Dorothy Bickford, Herbert Fowler, and Bill L. Williams. Carlin C. Coppin served as the first superintendent with a district enrollment of 1,895. The district is forecasted to have over 25,000 students by 2032.

WPUSD serves students through quality kindergarten through twelfth grade programs in a one-hundred seventy-five square mile area in Placer County, California. Some unique programs include the largest school farm in California and a one-hundred eighty acre Outdoor Learning Environment. Three district partner programs were featured in City of Lincoln's application for All-America city destination application, including the Lighthouse Counseling Center, Zebra Housing Project, and Sun City Helping Our Outstanding Local Schools.

Schools in the Western Placer Unified School District are academically competent at the state and national levels. For 2007, the District met 29 of 30 criteria for adequate yearly progress (AYP) under Federal accountability standards. Additionally, graduation rates are above the statewide average.

"A DISTRICT ON THE
MOVE..."

PURPOSE OF MASTER PLAN

Western Placer Unified School District and local residents feel strongly about continuing improvement of Lincoln's schools to provide the quality learning environments and facilities necessary to maintain student enrollment and retain excellent teachers.

INTRODUCTION

The District's Mission Vision states that the "Western Placer Unified School District (WPUSD), working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens." The District and community values include: LITERACY, TECHNOLOGY, PARITY, and HIGH EXPECTATIONS, all of which are reflected in the District's approach in the planning of their school educational programs and facilities.

As facilities age and demographics, educational programs, and technologies evolve, there is a need for facility renovations and new construction. In order to make sure dollars are spent wisely, establish priorities, and properly manage the anticipated construction projects, a plan needs to be in place to provide decision making guidelines. This Master Plan allows the District to look at the 'bigger picture', and provide a comprehensive plan that incorporates many integral factors that will shape Lincoln High School and Phoenix High School for years to come.

MASTER PLAN GOALS

This Facilities Master Plan as adopted by the Western Placer Unified School District represents specific, immediate guidelines, a long term vision for the future, and the flexibility to address unknown conditions, technologies, and educational methods in the future. An effective Facilities Master Plan is a "living document" that will serve the District best by addressing students' educational needs for years to come. This document provides a vision with markers, assisting future decision makers in making plans and design judgments that are in line with the District's goals and intentions that are set forth through this master plan development process.

The goals listed opposite reflect the District's commitment to provide State of the Art facilities:

GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness, and attractiveness.
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
5. Promote student health and nutrition in order to enhance readiness for learning.



SITE SPECIFIC GOALS

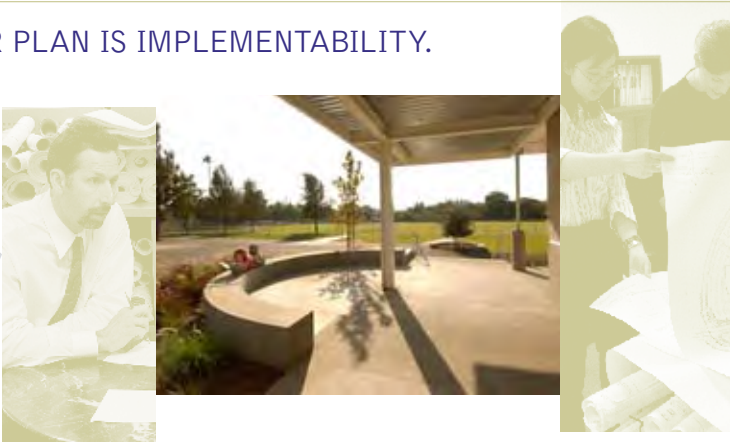
Lincoln High School

1. Expand capacity to accommodate a minimum of 2000 students. Additional teaching stations to include:
 - Nine standard teaching stations
 - One severe handicap suite
 - Two computer labs
 - Three science labs
 - One transportation lab
 - One 3-D art lab
 - One drama lab
 - One production/broadcast studio
2. Correct any undersized classrooms.
3. Incorporate a "Career pathway" concept, organizing departments into "academies," which will enable core curriculum and facilities to be focused on specific industry and business sectors.

Phoenix High School

1. Expand the administration space to provide additional office and conference room.
2. Provide outdoor athletic space for basketball, handball and weight lifting.
3. Provide library/tech facility.

A PRIMARY GOAL OF ANY MASTER PLAN IS IMPLEMENTABILITY.



PURPOSE OF MASTER PLAN

GUIDING PRINCIPLES & BROAD DISTRICT OBJECTIVES

The Implementation of the District Master Plan is a long term endeavor. Over the course of implementation, it is understood that programs, demographics, administrators and/or staff, and technologies will change. To ensure continuity, the District recognizes the importance of establishing a philosophy that will guide future architect, engineering, and construction teams in implementing the goals and philosophies set forth in this Master Plan. The District's guiding principles and objectives as established through this Master Plan are as follows:

PROVIDE QUALITY LEARNING ENVIRONMENTS

- Create superior teaching and high performance, indoor and outdoor learning environments that support the intellectual success of every student and enhance the quality of student life.
- Develop facilities that balance functionality, safety and security with designs that respect the surrounding community.
- Design facilities that address evolving educational program needs.

BUILD AND MAINTAIN SUSTAINABLE CAMPUSES

- Commit to responsible use of resources in construction as well as operations.
- Promote sensible use of renewable and alternative energy. Embrace sustainable technologies.
- Reduce maintenance and operating costs by specifying materials and products that meet the District's performance, durability, maintainability, and sustainability standards.
- Utilize site specific climactic factors and a focus on energy efficiency to drive appropriate building and mechanical systems selections.

HAVE A LONG TERM VISION

- Design for flexible use of spaces with the future in mind.
- Integrate the technology of today and plan ahead for the technology of the future. Anticipate support for future technologies through design of redundant infrastructure.
- See District facilities as long term investments. Utilize life

cycle planning and decision making strategies rather than making decisions driven by lowest first costs. Assess current conditions versus District's goals and integrate a plan to achieve these goals. Establish standards and metrics necessary to evaluate success.

SEEK FUNDING OPPORTUNITIES

- Acknowledge and seek maximum funding potential of projects from local, state and federal government.



GUIDING PRINCIPLE - TO EXHIBIT RESPONSIBILITY TOWARD THE ENVIRONMENT & USE OF LIMITED DISTRICT FINANCIAL RESOURCES THROUGH IMPLEMENTATION OF ENERGY EFFICIENT, SUSTAINABLE DESIGN PRACTICES APPROPRIATE TO EDUCATIONAL ENVIRONMENTS.



MASTER PLAN PROCESS

The process of preparing a Facilities Master Plan is the first step in the planning and development of a long range school facilities improvement program. WPUSD made sure that all groups were represented in the process.

COMMITTEES

The District Master Plan document is the result of the participation of many constituencies of the Western Placer Unified School District (WPUSD). The Facility Master Plan Committee comprised of select faculty, staff, administrators, teachers, parent organizations, and community representatives. They were the driving force in the Master Plan development process. The Committee attended scheduled meetings with the Planning Team between February 2008 and June 2008. During these meetings, the Committee provided specific feedback that reflected the needs of each group.

PROCESS

The Facility Master Plan development process included the following tasks:

INFORMATION GATHERING The Planning Team built upon existing needs assessment data, existing as-built drawings and recent modernization as-built drawings to gather information about the building and site conditions of each school site. In addition, the planning team walked, toured, inspected and documented both school sites with District representatives and met to discuss program deficiencies and needs. Mechanical, Electrical, and Plumbing site survey teams then went out and did more extensive field inspection surveys on the condition, age, and capacity of the systems serving each site. Demographic projections were provided by Ronald L. Feist, Ed. D.

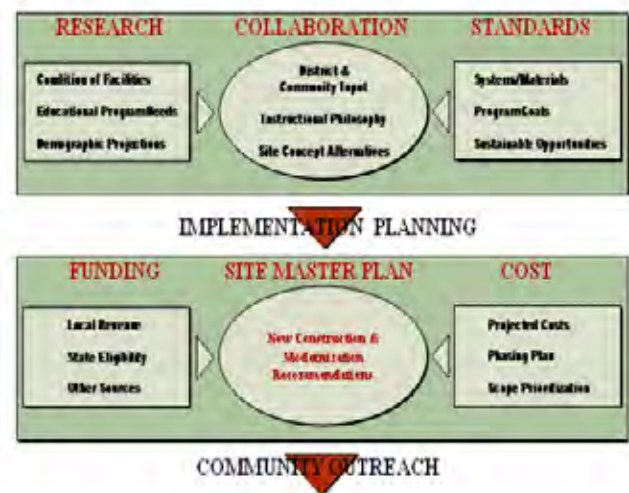
DISTRICT STANDARDS Existing District standards including preferred systems and materials, District program goals regarding long range educational and organizational strategies, and sustainability goals were all taken into account in developing the Master Plan.

COLLABORATION & DEVELOPMENT OF IMPLEMENTATION PLANS The Committee and Planning Team together, elicited District and Community input, discussed the District's instructional philosophy in order to establish site concept alternatives. Eventually, needs, funding, projected cost, established District standards and goals are consolidated to develop recommended new construction and modernization implementation plans for each of the sites. This Master Plans will state what prioritized actions are to be taken at each school.

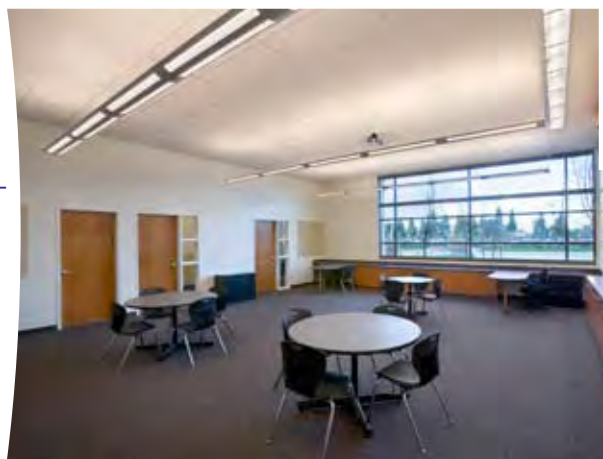
COST PROJECTION AND ANALYSIS LPA worked to prepare budgets for the program. Once the list of scope had been finalized and costs associated with each project, the Committee met to prioritize scope. Then the resulting costs were prioritized to match the actual funding available from the potential State and Local revenue sources identified. The final component of this comprehensive plan was the development of a detailed Facilities Master Plan phasing plan schedule. The schedule analysis was prepared so that appropriate program cost escalation, soft costs, and contingencies were included in the project and program estimate totals. By tying identified needs to sources of revenue, this completed document will allow District staff and the Board of Education to speak with local community members, and District stakeholders, assuring each that improvements recommended will be implemented.

FUNDING ANALYSIS The Committee met and discussed potential sources of funding, both State and Local, available to the District at this time. Financial Hardship, CTE (Career Technical) funding, Developer Fees, potential Proposition 39 Local Bond, and Joint-Use funding were considered and evaluated against the projected costs.

PROCESS DIAGRAM



THE LPA TEAM STRIVES TO "EXCEED EXPECTATIONS" THROUGH THE DEVELOPMENT OF COMPREHENSIVE AND COST EFFECTIVE FACILITIES MASTER PLAN SOLUTIONS... ..SOLUTIONS THAT ARE REFLECTIVE OF THE DISTRICT STAFF, STUDENT, AND LOCAL COMMUNITY GOALS.



FUNDING & COST SUMMARY

The next phase of the District's Facilities Master Plan is the Implementation Phase - where specific phasing schedules & construction plans for each school site will be set, and compared with the project budgets established in this plan.

INTRODUCTION

The following summary outlines the total projected expenditures and projected income for the implementation of the Western Placer Unified School District (WPUSD), Facilities Master Plan program. The total projected expenditures reflect total project cost and include hard construction costs, cost of escalation based on a factor of 5% per year to the projected mid-point of construction for each project, and all construction soft costs associated with the program. The construction soft costs include professional services fees, permitting/ agency fees, appropriate construction contingencies, inspection fees, and other expenses as outlined in the cost estimates. Soft costs are estimated to be 25% of the total projected expenditures.

The costs totaled under "Projected Expenditures" reflect the program items within the Facilities Master Plan cost estimates.

*Note: Projected expenditures and projected funding source totals are based upon current economic conditions, bid market assumptions, and State funding eligibility projections. They are subject to change during the implementation of the WPUSD Facilities Master Plan program as conditions warrant.

See section 2, "Phasing Schedule For Estimated Costs Based on Proposed Project Completion."

PROPOSED BASE PROGRAM - PROJECTED EXPENDITURES

LINCOLN HIGH SCHOOL

New Classrooms	\$	5,040,750
New Covered Walk	\$	484,687
Campus Modernization	\$	10,837,613
New Classroom & Counseling Building	\$	15,186,325
New Food Service Facility	\$	9,243,850
New Additions to Buildings H & O	\$	3,631,512
New Pool Facility	\$	5,322,625
New Hardcourts	\$	808,500
New Entry/Exit to 9th Street	\$	505,312

PHOENIX HIGH SCHOOL

New Modular Administration Building	\$	200,000
New Outdoor Hardcourt Area	\$	175,000
Convert Existing Space to New Library/ Tech Facility	\$	100,000



Section 1
Executive Summary

Western Placer Unified School District
Master Plan

THE DEVELOPMENT OF THIS MASTER PLAN DOCUMENT COULD NOT HAVE BEEN POSSIBLE WITHOUT THE INPUT, TIME & EXPERTISE OF MANY COMMITTEE MEMBERS, INCLUDING DISTRICT STAFF, TEACHERS, ADMINISTRATORS, ARCHITECTS, ENGINEERS & COMMUNITY MEMBERS.



SUMMARY OF PROJECT SCOPES

The District Master Plan Committee believes in implementing projects that create state-of-the-art comprehensive schools which will ultimately benefit the community. They desire cost effective improvements while maximizing opportunities to transform the campus environment.

INTRODUCTION

Through the master planning process, representatives from the Western Placer Unified School District, along with the Planning Team endeavored to design site plans and written guidelines for the future development of each campus. Program educational and organizational needs and maintenance concerns were taken into account. In addition, results from site walks, detailed mechanical, electrical, and plumbing Field Inspection Surveys, and as-built drawings were carefully studied to ascertain current conditions as well as evaluate future expandability. The project scope recommendations for each of the sites include new construction and improvements to the existing school infrastructures. The scope was identified and prioritized by the Committee at a series of meetings.

Below are highlights from the scope summaries. They reflect the District's mission, overall goals, and philosophies.

DESIGN FOR EDUCATIONAL PROGRAM NEEDS

- Design new construction and additions to correct program deficiencies, accommodate program growths and develop complete schools.
- Renovate and re-configure existing spaces to address program shifts and desired instructional philosophy organization.
- Create "Academies" based on Lincoln High School's course offerings.



ENHANCE COMMUNITY CURB APPEAL

- Improve campus 'front door' and entry aesthetics.
- Create school identity and upgrade exterior aesthetics.
- Replace portable classrooms with new permanent construction.
- Improve student gathering areas and outdoor spaces including quad and cafeteria.
- Provide an aquatics complex.

IMPROVE STUDENT SAFETY AND CIRCULATION

- Better define main campus malls and walkways.
- Enhance site fire and life safety.
- Provide ADA accessibility upgrades.

INCORPORATE SUSTAINABLE DESIGN STRATEGIES

- Maximize solar orientation.
- Maximize the use of daylighting in spaces.
- Evaluate existing systems and design with energy efficient systems.

'ONES ACTIONS OUGHT TO
COME FROM ACHIEVED
STILLNESS: NOT RUSHING
ON.' D H LAWRENCE



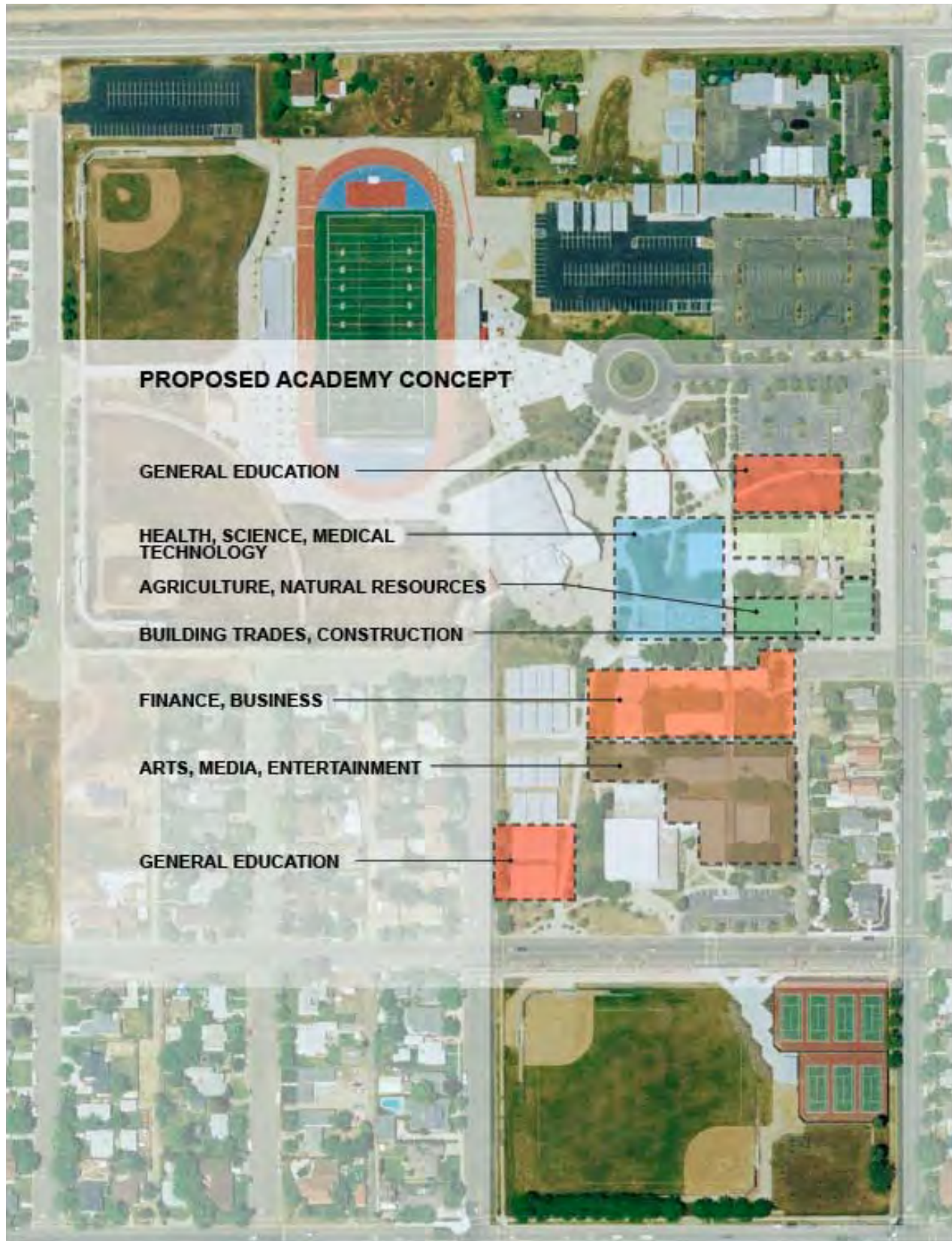
EXISTING CAMPUS PLAN



PROPOSED CAMPUS PLAN



PROPOSED ACADEMY CONCEPT



NEXT STEPS

To ensure the future success of the Western Placer Unified School District (WPUSD) Facilities Master Plan program, timely implementation is essential. The following "Next Steps" should be taken into consideration for immediate action.

INITIATE LOCAL BOND CAMPAIGN

In order to fund the facilities improvement projects that the District Master Plan Committee has identified the Western Placer Unified School District should place a Prop 39 Local Bond on the ballot for the June 2010 election. The revenue resulting from the successful passage of this measure will eliminate the gap between the total funding required to implement the Master Plan goals and the dollars available from other State and Local revenue sources.

LOOK INTO POTENTIAL ADDITIONAL REVENUE SOURCES

Other potential additional revenue sources that the District will look into, include:

Potential State Funding Sources:

1. Financial Hardship Program
2. Future CTE Program Funding
3. SFP Modernization Program Funding

INCORPORATE DISTRICT GOALS

In order for a Facility Master Plan to be useful and successful, the District needs to provide staff that will ensure that these goals and priorities are incorporated into projects. Design teams coming on board should be made aware of these goals.

The WPUSD is committed to environmental responsibility, efficient long term operations, reduction of life cycle costs, and efficient use of energy resources. To demonstrate this commitment, the District should pass a CHPS Board Resolution, where all new construction and major modernization projects will achieve certification.

The next steps to consider in order to implement the CHPS Board resolution include:

1. The District, together with the Design team should establish a framework with measurement metrics to gauge success and ensure goals are met. (e.g. Establish a minimum CHPS point criteria and baseline T-24 score).
2. Because budgets are always limited, a cost strategy needs to be identified early on. Prioritize options to spend money on 'best' investments, at the same time identify overall cost reduction items by utilizing life cycle planning analysis. Look into government and utility company incentives for sustainable measures.



UPDATING THE FACILITIES MASTER PLAN

The Facilities Master Plan is understood to be a living document that will be updated periodically by the District. Also, since not all projects will be completed at the same time escalation, assumptions, program considerations, technological and code changes may need to be re-evaluated as projects begin Schematic Design and Design Development phases.

THE DEVELOPMENT OF A FACILITIES MASTER PLAN IS THE FIRST STEP IN THE PROCESS TO ESTABLISH GOALS AND A "VISION" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S SCHOOL FACILITIES TO BENEFIT BOTH THE STUDENTS AND SURROUNDING LOCAL COMMUNITIES.





PROJECT PHASING INTRODUCTION

The following phasing plan was developed in order to accurately predict and anticipate total program costs based upon the specified project scopes and projected construction sequencing.

PROPOSED PROJECT PHASING

In order to develop an appropriate level of escalation dollars to allocate to each project in the Western Placer Unified School District's Master Plan Program the following draft project Phasing Schedule was developed. This schedule may be refined as the program forward based on more detailed input from District staff, and the development of project design, documentation, and agency review/approval time frames.



The Schedule on the next page includes a projected construction kick-off date and the total anticipated construction duration for each project. Escalation was then estimated by calculating the time frame between the current cost estimate in mid-2008 dollars, and the projected mid-point of construction for the project.

WE BELIEVE IT IS IMPORTANT THAT A SCHOOL BE 'LED' BY A SET OF AGREED SHARED BELIEFS. TO ACHIEVE THIS STAFF AND COMMUNITY NEED TO ENTER INTO 'LEARNING CONVERSATION'S TO DEFINE AND ARTICULATE SUCH A PHILOSOPHY. AS IT IS SAID: IF YOU STAND FOR NOTHING YOU WILL FALL FOR ANYTHING' OR 'CONTROL YOUR OWN DESTINY OR SOMEONE ELSE WILL'.



PROJECT PHASING SCHEDULE

LINCOLN HIGH SCHOOL

ITEM	2009	2010	2011	2012	2013
Anticipated Classrooms Needed per Ron Feist's Projections	4	3	3	3	5
Phase One					
Local Bond					
Phase Two					
Phase Three					



Section 2 Project Phasing Introduction

ITEM	BEGIN	COMPLETION
Phase One		
New Modular Classrooms to Accommodate Enrollment Growth These can be placed as needed, based on growth.	June 1, 2009	August 1, 2013
New Covered Walk	June 1, 2009	August 1, 2009
Phase Two - Based on a 2010 Local Bond		
Campus Modernization	June 1, 2011	August 1, 2012
Phase Three - Based on a 2010 Local Bond		
New Classroom & Counseling Building	June 1, 2012	August 1, 2013
New Food Service Facility	June 1, 2012	August 1, 2013
New Additions to Buildings H & O	June 1, 2012	August 1, 2013
New Pool Facility	June 1, 2012	August 1, 2013
New Hardcourts	June 1, 2012	August 1, 2013
New Entry/Exit to 9th Street	June 1, 2012	August 1, 2013

Western Placer Unified School District Master Plan

'NEVER DOUBT THAT A SMALL
GROUP OF THOUGHTFUL
CITIZENS CAN CHANGE THE
WORLD. INDEED IT IS THE
ONLY THING THAT EVER HAS."

MARGARET MEAD



APPENDIX E: GLEN EDWARDS MIDDLE SCHOOL SITE MASTER PLAN





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1. Project Directory
2. Facilities Master Plan
3. Master Planning Meeting Minutes
4. California Department of Education Attachments





1. PROJECT DIRECTORY

Western Placer Unified School District
600 Sixth Street, Suite 400 Lincoln, CA 95648

Superintendent

Scott Leaman

Board of Education

Paul Carras, *President*
Brian Haley, *Vice President*
Ana Stevenson, *Clerk*
Terry Gage, *Member*
Paul Long, *Member*

Glen Edwards Master Plan Participants

Cathy Allen, *Assistant Superintendent, Facilities & Maintenance Services*
Mary Boyle, *Assistant Superintendent, Educational Services*
Heather Von Aesch, *Facilities Planner*

Michael Doherty, *Principal*
Daniela Thompson, *Assistant Principal*
Dan Alcorn, *Teacher*
Jeff Dardis, *Food Service Director*
Jen Freymond, *Secretary*
Wendy Hamasaki, *Teacher*
Christopher Landon, *Teacher*
David Luci, *Teacher*
Bob Lyons, *Tech Director*
Deb Morrison, *Teacher*
Ed Newberry, *Teacher*

Francisco Ramirez, *Rainforth Grau Architects*
Tim DeWitt, *Rainforth Grau Architects*





2. Facilities Master Plan

Campus History

District Vision Statement

District Master Plan Goals

Introduction to the Facilities Master Plan Process

Glen Edwards Middle School Master Plan Goals

Audit of Existing Facilities

Facilities Needs Assessment

Existing Campus Plan

Master Plan Implementation

Master Plan Concept Sketch

Master Plan Phasing Schedule





Campus History

Glen Edwards Middle School, affectionately known as GEMS, has been a community centered campus for more than 40 years. Originally designed as a Kindergarten through Eighth grade campus it is bounded by Second and Third Streets and O and L Streets in downtown Lincoln. The initial construction of the campus was in 1965 consisting of four permanent buildings. In 1992 five additional permanent buildings were added. All of the buildings are of a single story design. The entire facility is considered to be of good quality and in good condition. Over the years portable buildings have been added to accommodate a changing student enrollment. The campus currently houses 626 Sixth, Seventh and Eighth grade students.

District Vision Statement

Students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort.





District Master Plan Goals

1. Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
5. Promote student health and nutrition in order to enhance readiness for learning.

Community Connection

“While the Lincoln community continues to grow, Glen Edwards Middle School maintains its steadfast presence in the downtown area. It was important to the residents and the District that a centrally located site be maintained to keep this community connection in the downtown area and also to keep a site at these grade levels that would allow students to continue to easily walk or bike to school and other activities located on campus. Not only does it retain the desired small town feel to the surrounding area, but it also keeps the downtown region connected with not only school children but also the Western Placer Unified School District as a whole.”





Introduction to the Facilities Master Plan Process

As knowledge changes so does education. And as education changes, so do the structures and grounds in which it is taught. Few would expect to construct a school of today with plans and materials and technology systems of yesteryear. Those “yesteryear schools” with life remaining need help in responding to the education environments demanded by the newer knowledge now required.

Adaptation begins with a survey of existing facilities – an audit of assets and liabilities. These features, permanent and temporary, need to be understood for the reasons they are there now and what duty they may or may not serve in a new plan. The audit is often done outside of the requirements of the educational program.

With that wealth of information at hand, the building and site features required to provide the district’s program of education delivery is overlaid on the plan of existing facilities. Obvious and subtle differences appear to the educators and planners involved. These “differences” are finally identified in the Facility Needs Assessment and are expressed in graphic sketch plans, charts and lists.

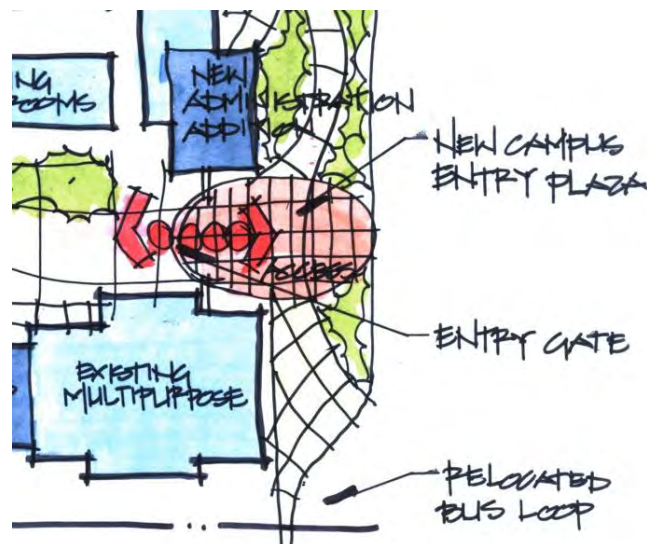
The Master Plan, which is the goal of this process, is the summation of many ideas debated and settled upon by the planning group and it resolves the demands of the Facilities Needs Assessment, as it best may.

It is common that older buildings experience a partial or whole change of use. Buildings that are unable to be changed in a practical manner must be replaced with new ones. Most can enjoy an extended life of good use by “modernizing” them with significant replacement of systems and features to standards equal to anything the school district may build as new. While site size is normally difficult to change it is also the most flexible program requirement at state and local levels. Circumstances of economics and opportunity limit urban school site areas from those possible in suburban or rural areas. Still, physical education is expected at all locations. Usually, not every one of the district’s physical needs can be accommodated but the goal is always there. The Glen Edwards Middle School might be further improved in future years with expansion onto the adjacent First Street School site. However, that remains for future discussions.



Glen Edwards Middle School Master Plan Goals

1. Convert the existing campus into a full functioning District level Middle School.
2. Create an atmosphere of academic excellence that invites community involvement.
3. Reveal a strong academic force to the community by the placement and structure of the buildings with plenty of gathering places both inside and outside inviting them to take part in the educational process.
4. Create a safer more secure campus for students and staff.
5. Configure classrooms to support grade level clustering and academies.
6. Create a front door for the campus.
7. Provide both staff and visitor parking.
8. Promote a sustainable facility and natural lighting.



**Audit of Existing Facilities**

	Glen Edwards Middle School	Glen Edwards Middle School	Western Placer Unified School District
	Existing	Master Plan	Benchmark
	Current ADA# 626	ADA# 1200	ADA# 1,100
School Component	Number of Teaching Stations	Number of Teaching Stations	Number of Teaching Stations
Classrooms:			
6th Grade	7 Permanent	10	10
7th Grade	5 Permanent	10	12
8th Grade	5 Permanent 1 Portable	10	13
Not Used	2 Permanent 2 Portable		
Electives:			
Electives #1 (Visual Art Lab)	1 Permanent	1	1
Electives #2 (Technology Lab / Engineering)		1	1
Electives #3 (Instructional Computer Lab)	1 Permanent	1	1
Science Lab	2 Portable	4	4
Music and Drama	1 Portable	1	1
Computer Lab	1 Portable	1	1
Library / Media Center	Undersized	X	X
Special Education / Special Services	3 Permanent 2 Portable	2	2
Multipurpose / Stage	X	X	X
Gym/ P.E.	2 Permanent 2 Portable	X	X
Food Service	X	X	X
Administration	Undersized	X	X
	Total Acreage: 10.9		Total Acreage: 19.0
TOTAL	37	41	46
	11 PORTABLES / 26 PERMANENT	ALL PERMANENT IS THE GOAL	



Facilities Needs Assessment

Conclusions drawn from a comparison of this existing facility audit to the district middle school standard are:

- Site area is 8 acres short of district's newest middle school,
- Equivalency requires an additional eight general education classrooms,
- The present GEMS needs one more Elective Laboratory in Technology / Engineering,
- Two additional Science Laboratories are required,
- GEMS will need a true Gymnasium Facility with accessory spaces.



EXISTING CAMPUS LEGEND

A-1	ADMINISTRATION	P44	PORTABLE CLASSROOM
A-2	ADMINISTRATION	P45	PORTABLE CLASSROOM
WING A	CLASSROOMS	P46	PORTABLE CLASSROOM
WING B	CLASSROOMS	P47	PORTABLE CLASSROOM
WING C	CLASSROOMS	P48	PORTABLE CLASSROOM
WING D	CLASSROOMS	P49	PORTABLE CLASSROOM
ART	ART, SCIENCE, CLASSROOMS	L-1	PORTABLE BOYS LOCKER ROOM
LIBRARY	LIBRARY, CLASSROOMS	L-2	PORTABLE GIRLS LOCKER ROOM
MP	MULTI-PURPOSE	PP	PANTHER PRIDE
P39	PORTABLE CLASSROOM		
P40	PORTABLE CLASSROOM		
P41	PORTABLE CLASSROOM		
P42	PORTABLE CLASSROOM		
P43	PORTABLE CLASSROOM		



Other important missing or inadequate features observable from the site plan, on-site tours and testimony from the school Principal, Instructors and District Administrators are:

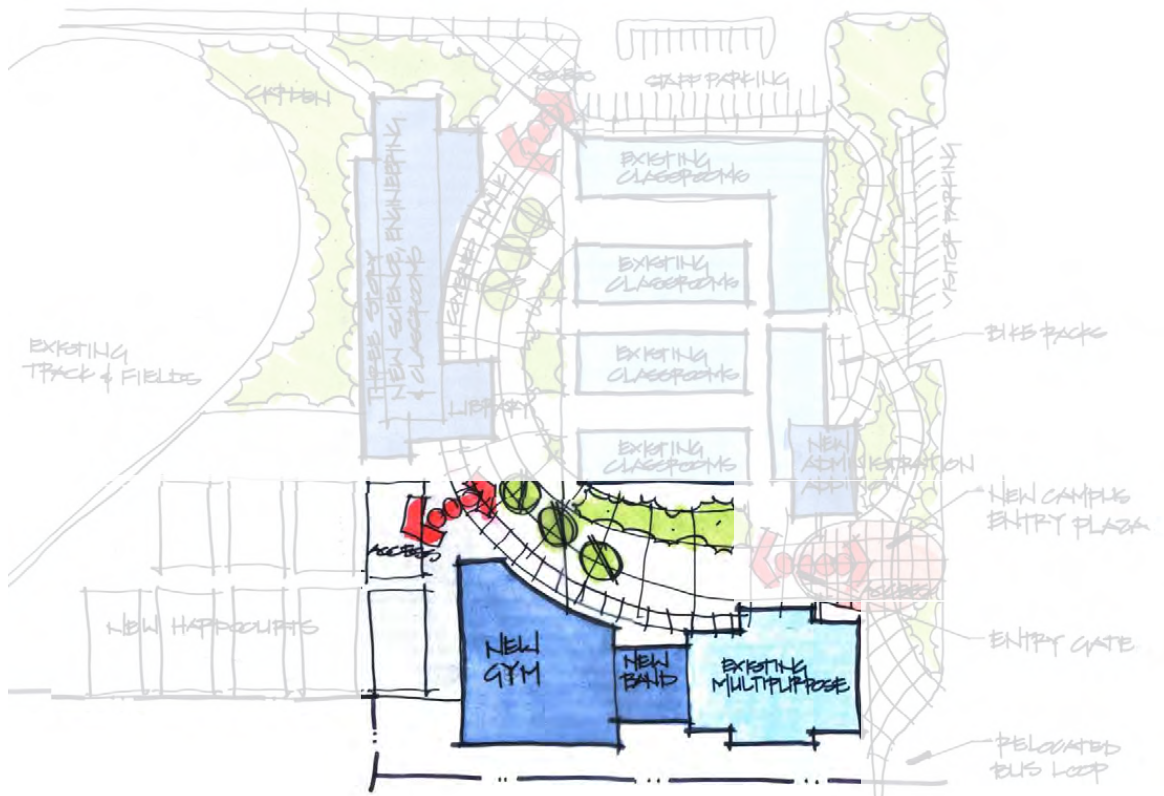
- Existing Library is inadequate to serve a middle school population of 1200 and is remote from classrooms and circulation,
- Administration spaces are unorganized and not prepared to serve a student population of 1200 and difficult for visitors to locate,
- Multipurpose Room size and features are comparable to district's newest Middle School,
- Locker Rooms are remote and housed in temporary construction,
- Outdoor PE Facilities (site is undersized), CDE recommendations for a middle school of 1200 ADA without a track is 18.1 acres and 23.1 acres with a track. See attached CDE Tables 4 and 5.
- Music and Drama are inadequate,
- Outdoor Dining will not be adequate for 1200 students,
- Parking is inadequate,
- Bus Loop and Pedestrian Access are in conflict,
- Food Service Storage and Security need serious attention,
- Lack of an obvious and clear "Campus Entrance" confuses the public,
- Eleven portables are not a durable construction, especially for Locker Rooms,
- Clustering by grade levels is not possible, as grades are distributed randomly and
- Site features and most buildings are not in full compliance with the Americans with Disabilities Act.

Where these needs cannot be accommodated within an existing space or building new space will need to be provided. Where space and location are appropriate changes of use may be made through modernization construction.

The Master Plan presented herein is the product of this process and the contributions of the entire Planning Team of educators, administrators, specialists and architects. In summary, this plan recommends a broad mixture of modernization and new construction, building additions and site reconfiguration and demolition, removal of portables and some change of use via re-organization and re-assignment of use. While comprehensive and difficult with temporary displacements, it is a complete plan that is feasible in four phases of differing complexity.



Phase I



Work begins with a scope of work that resolves one of the two great deficiencies of the present middle school – the need for a true GYMNASIUM FACILITY. This will also MODERNIZE the present MULTIPURPOSE Building and correct Food Service safety and security issues. This phase works along the south edge of the site and ignites the renewal of the Glen Edwards Middle School.

The entire LIBRARY and ART Buildings with their attached CLASSROOMS and nearby SITEWORK are DEMOLISHED,

PORTABLE CLASSROOM Buildings P-39 and P-49 (unused classrooms) and the over-sized PORTABLE P-40 (Music) are REMOVED (relocated, sold or demolished),

The MUSIC program will be RELOCATED to a temporary space on campus for the first construction period of about 18 months,

The New GYMNASIUM Building and MUSIC (Band and Choral) will be constructed with connection to the present Multipurpose Building and Stage,

The MULTIPURPOSE Building and FOOD SERVICE will be fully MODERNIZED,

Campus OUTDOOR GATHERING and DINING areas with coordinated covered areas will start in the area between the new construction and present Classroom Wing “E”,

HARD COURT areas will be expanded around the present Portables P-41 through P-46 (preparing for start of Phase II),

Existing campus UTILITIES will be master planned at this phase with extensions of present services or preparations for new services, as required and

Campus CIRCULATION AND SAFETY are MAINTAINED with defined limits of construction that do not cut-off access.



This portion of Phase I work will render the largest benefit to the new Glen Edwards Middle School. It will establish a learning and elective study center clearly related to the existing academic core of the campus. As in earlier work this will require some short-term functional compromises but worth the reward when done.

This construction in the heart of the campus will be cleared with removal of the temporary Boys' and Girls' Locker Rooms at the north and demolition of two-thirds of the current hard court area and the Panther Pride portable will be relocated for extended use,

Immediately, a NEW BUILDING will be constructed housing a

Library,

Art Studio,

General Education Classrooms,

An Elective Laboratory for Technology / Engineering,

Four Science Laboratories and

Special Education / Special Services Teaching Stations

to complete the curriculum needs of the middle school and

Site work replacement will extend the CENTRAL CIRCULATION from the modernized Multipurpose Building almost to Third Street and UTILITY DISTRIBUTION and services reconstruction will continue in preparation for Phase III.

Phase II



This phase is quickly done at a convenient summer break period and simply removes temporary facilities and cleans up Site work started in Phase I.

PORTABLE CLASSROOMS Buildings P-41 through P-48 are REMOVED (relocated, sold or demolished) and

HARD COURT EXPANSION is completed in that area under the removed portables.

The campus now looks complete, but still needs re-finishing inside the original school buildings.

Phase III



The final phase of this master plan work looks at the remaining permanent buildings and addresses their issues of age and the changes in curriculum and teaching methods since their construction 45 years ago. It also resolves administrative matters of enrollment size but the site cannot physically accept modern parking requirements for its size of staff and educational programs providers.

CLASSROOMS WINGS "A" through "D" are MODERNIZED with:

An aggressive program of mechanical, electrical systems replacement

(heating and air conditioning, lighting, power distribution, data and communications),

Replacement of finish materials within current district standards
(ceiling systems, wall coverings, floor finishes),

Casework replacement,



Door system replacement,
Accommodation of the Americans with Disabilities Act features,
Re-roofing, as required,
And such other scope of work as identified with district
departments.

The “ADMINISTRATION WING” along L Street will be MODERNIZED
similarly to that of the Classroom Wings,

SCHOOL ADMINISTRATION will be housed in MODERNIZED areas it
now occupies and an area of ADDITIONAL EXPANSION which will
“anchor” the school entrance on L Street with a NEW PLAZA (occasional
visitors will have little doubt about where to go before entering campus).

Completing the new Glen Edwards Middle School Plan will be

Relocation of the bus loop to the south on L Street,
Construction of new Visitor Parking near the new Office location,
Relocation of Staff Parking closer to the school onto Third Street
and
Completing the New Campus Entrance on L Street with a Plaza
that connects the Office with the modernized Multipurpose
Building.

Phasing Discussion

Once the Master Planning Team worked through the visioning, project goals and
needs assessment, understanding the phasing for this plan was significant.
There are five main components to the Glen Edwards Middle School Master Plan:

1. A new Gymnasium
2. New teaching spaces to support a comprehensive middle school
including:
 - Science, Engineering, Art and Computer Labs
 - Library Media Center
 - Classrooms
3. Development of a student quad and outdoor dining space
4. Modernize existing permanent classrooms
5. Expand existing administration, develop a clear main entry into the
campus while securing the campus for staff and students.

What became clear from these discussions was the need for both the Gymnasium
and Science and Engineering Building. Each of these have strong reasons for
why they merit being constructed first. Without currently having a Gymnasium
there is no flexibility to deliver a quality physical education program. The Science
and Engineering Building provides the much needed teaching facilities that GEMS
is currently lacking.

Both of these projects will send clear messages to the community regarding the
schools priorities.



Phasing Recommendation and Costs

This final recommendation may need to be revisited depending on additional district research on funding levels but, it was unanimously agreed to that both the **Gymnasium and the Science and Engineering Building should be in Phase I** of the master plan.

The detail of each of these Phases is listed below and further discussed of this work is included in the master plan implementation portion of this document.

Phase I

1.	Demo (E) Art Building	\$30,000
2.	Demo (E) Library	\$32,000
3.	Remove portable classrooms P-39, P-40 and P-49	\$17,000
4.	Construct New Gym	\$3,100,000
5.	Construct New Band & Choir Building	\$688,000
6.	Modernize Multi Purpose Building and Food Service	\$1,600,000
7.	Add New Hardcourts	\$410,000
8.	Start Campus Quad & Outdoor Dining	\$195,000
9.	Relocate (E) Panther Pride Portable	\$8,000
10.	Construct New Science, Engineering Building	\$9,913,000
11.	Complete Campus Quad	<u>\$462,000</u>

Total Phase I \$16,455,000

Phase II

12.	Remove (E) Portable Buildings (P-41 - P-48 and Portable Toilet Building)	\$36,000
13.	Complete Hardcourts	<u>\$192,000</u>

Total Phase II \$228,000

Phase III

14.	Modernize (E) Classroom Wings A through D	\$2,809,000
15.	Modernize & Expand the (E) Administration	\$1,700,000
16.	Relocate (E) Bus Loop	\$177,000
17.	Construct New Campus Entry	\$38,000
18.	Construct New Staff & Visitor Parking	<u>\$460,000</u>

Total Phase III \$5,184,000

Total Master Plan \$21,867,000

Costs indicated are preliminary budget figures based on master plan documents and replacement costs (2010). Increases for escalation over time must be included when projecting future costs.



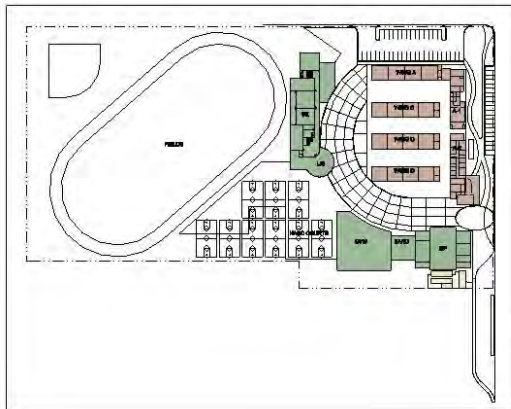
Master Plan Phasing Diagrams

UNIT	EXISTING CAMPUS	T.S.
A-1, A-2	ADMINISTRATION	0
WING A	CLASSROOMS	4
WING B	CLASSROOMS	4
WING C	CLASSROOMS	4
WING D	CLASSROOMS	4
CR	CLASSROOMS	6
P	PORTABLE CLASSROOMS	9
ADMIN	INSTRUCTIONAL COMPUTER LAB	1
22	VISUAL ART CLASSROOM	1*
23, P42	SCIENCE CLASSROOMS	2*
P40	MUSIC AND DRAMA	1*
P41	COMPUTER LAB	1*
27	LIBRARY	0
MP	MULTI-PURPOSE / KITCHEN	0
TOTAL		32
* = NOT LOADED CLASSROOMS		

UNIT	NEW/MODERNIZED CAMPUS	T.S.	STUDENTS
A-1, A-2	ADMINISTRATION	0	
WING A	CLASSROOMS	4	
WING B	CLASSROOMS	4	
WING C	CLASSROOMS	4	
WING D	CLASSROOMS	4	
CR	CLASSROOMS	23	
SE	INSTRUCTIONAL COMPUTER LAB	1	
SE	ENGINEERING	1*	
SE	VISUAL ART CLASSROOM	1*	
SE	SCIENCE CLASSROOMS	3*	
BAND	MUSIC AND DRAMA	1*	
SE	COMPUTER LAB	1*	
LIB	LIBRARY	0	
MP	MULTI-PURPOSE / KITCHEN	0	
GYM	GYMNASIUM / LOCKER ROOMS	0	
TOTAL		39	1200
* = NOT LOADED CLASSROOMS			



EXISTING SITE PLAN

**LEGEND**

EXIST. BUILDING PHASE 1 PHASE 2 PHASE 3

MASTER PLAN PHASES**PHASE 1**

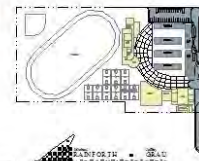
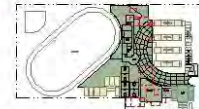
1. DEMO (E) ART BUILDING
2. DEMO (E) LIBRARY
3. REMOVE (E) PORTABLE BUILDINGS (P39, P40 & P49)
4. CONSTRUCT NEW GYM
5. CONSTRUCT NEW BAND & CHOIR BUILDING
6. MODERNIZE KITCHEN & MULTI PURPOSE
7. ADD NEW HARCOURTS
8. COMPLETE CAMPUS QUAD & OUTDOOR DINING
9. RELOCATE (E) PANTHER PRIDE PORTABLE
10. REMOVE (E) BOYS & GIRLS LOCKER ROOMS PORTABLES
11. CONSTRUCT NEW SCIENCE ENGINEERING, ART, LIBRARY, & 12 CLASSROOM BUILDING
12. CONSTRUCT RELATED SITEWORK

PHASE 2

13. REMOVE (E) PORTABLE BUILDINGS (P41-P48, PORTABLE TOILET BUILDING)
14. COMPLETE HARCOURTS

PHASE 3

15. MODERNIZE (E) CLASSROOMS WINGS A THROUGH D
16. MODERNIZE & EXPAND THE (E) ADMINISTRATION
17. RELOCATE (E) BUS LOOP
18. CONSTRUCT NEW CAMPUS ENTRY
19. CONSTRUCT NEW STAFF & VISITOR PARKING



MASTERPLAN

Glen Edwards Middle School

Western Placer Unified School District

April 27, 2010





Master Plan



PROPOSED MASTER PLAN LEGEND



Phase I

1. Demo (E) Art Building
2. Demo (E) Library
3. Remove portable classrooms P-39, P-40 and P-49
4. Construct New Gym
5. Construct New Band & Choir Building
6. Modernize Multi Purpose Building and Food Service
7. Add New Hardcourts
8. Start Campus Quad & Outdoor Dining
9. Relocate (E) Panther Pride Portable
10. Construct New Science Engineering, Art, Library, & Classroom Building
11. Complete Campus Quad

Phase II

12. Remove (E) Portable Buildings (P-41 through P-48, Portable Toilet Building)
13. Complete Hardcourts

Phase III

14. Modernize (E) Classroom Wings A through D
15. Modernize & Expand the (E) Administration
16. Relocate (E) Bus Loop
17. Construct New Campus Entry
18. Construct New Staff & Visitor Parking



3. Master Planning Meeting Minutes



MEETING SUMMARY

Architecture & Planning ▪

Glen Edwards Middle School
Western Placer Unified School District

2407 J Street, Suite 202 ▪

Notes Prepared: February 17, 2010
Meeting Date: February 16, 2010
Meeting Location: Glen Edwards Middle School

Sacramento, CA 95816-4736 ▪

Present: Heather Marcione, Facilities Planner	Wendy Hamasaki, Teacher
Ed Newberry, Teacher	Deb Morrison, Teacher
Jen Freymond, Secretary	Michael Doherty, Principal
David Luci, Teacher	Dan Alcorn, Teacher
Jeff Dardis, Food Service Director	Bob Lyons, Tech Director
Daniela Thompson, Asst. Principal	Tim DeWitt, RGA
Christopher Landon, Teacher	Francisco Ramirez, RGA

(916) 368-7990 ▪

FAX: (916) 368-7996 ▪

A Professional Corporation ▪

1. Master Plan

- 1.1 What are the immediate needs for the school?
- 1.2 Intermediate needs: about 5 years
- 1.3 Long term needs: 40 years

2. History of Glen Edwards

- 2.1 Was originally K-8 School
- 2.2 School campus is about 50 years old
- 2.3 Has been a middle school about 12 years now

3. Master Plan Goals

- 3.1 Implement district standards
- 3.2 Sustainable campus
- 3.3 Have it last 40 years

4. Process

- 4.1 Information gathering
 - (A) Site visits
 - (B) Group feedback
- 4.2 District standards
- 4.3 Development of the master plan
- 4.4 Cost analysis
- 4.5 Prioritizing what our needs for the campus are
- 4.6 Funding
 - (A) District has a "small pot" (that is dwindling)
 - (B) State can provide money up to 50%



February 17, 2010
Glen Edwards Facility Master Plan
Page 2

- (C) School makes up the other 50%
 - Via bond possibly
 - Bond campaign benefits entire community & future residents
 - (D) Financial hardship money
 - (E) Buildings after 20 years of age become eligible for modernization funding
 - (F) Developers
 - (G) Other state grants
5. Updated Site Plan
- 5.1 Identified spaces by providing building names, class room numbers, and function
6. Comments on Current Campus
- 6.1 Organization of current campus
 - (A) 8th grade organized around "quad" area
 - (B) 6th grade doesn't currently use science lab but could in the future
 - (C) Horticulture area is too shady
 - (D) No established main entrance
 - (E) Storage areas seem random
 - (F) Multi-Purpose room too small for bigger presentation, have to use alternate site
 - (G) No visible "front door" to administration
 - 6.2 Parking
 - (A) No staff or visitor parking
 - (B) Staff park on 3rd St and enter thru gates near girls locker room and on L St. across from office
 - (C) Food deliveries have to be coordinated with bus schedule since they're using bus drop-off area
 - 6.3 Security Issues
 - (A) Many entrances to campus makes it difficult to secure
 - (B) Since there is only street parking available, staff vehicles get vandalized
 - (C) Limited lighting on L St.
 - (D) Overall campus lighting is poor. After hours security lighting levels make the campus unsafe
 - (E) Outside food storage area is very susceptible to vandalism due to lack of alarm and cameras
 - (F) High school students use the campus as a shortcut
 - (G) People use the campus at all hours, even in the middle of the night
9. Wish List
- 9.1 Offices for Special Education
 - 9.2 Bathroom fixtures in both staff and students are outdated and probably not ADA compliant
 - 9.3 Gym (with storage for wrestling & changing rooms)
 - 9.4 Technology rooms
 - 9.5 More science & computer labs
 - 9.6 Mounted technology, computers
 - 9.7 Better storage for class rooms, books , gym, janitorial
 - 9.8 Engineering lab
 - 9.9 Connection for P.E. and locker rooms (dressing areas)
 - 9.10 Grouping of class rooms
 - 9.11 Conference spaces (4-8 people)



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Glen Edwards Facility Master Plan
Page 3

- 9.12 Give the Multi-Purpose room a "cleaner" look
- 9.13 Fix heating and cooling issues
- 9.14 Make stage ADA compliant
- 9.15 Science prep rooms
- 9.16 Fix drafty windows
- 9.17 Better lighting
- 9.18 More bulletin & tack boards for posting items in class rooms
- 9.19 Fix landscaping and drainage issues
- 9.20 Teacher's bathroom by library
- 9.21 Smart boards
- 9.22 Another computer lab
- 9.23 Document projectors and screens
- 9.24 Common areas for teachers
- 9.25 L.E.E.D. certified campus
- 9.26 Solarization
- 9.27 Staff work room for entire campus
- 9.28 Outdoor courtyards for art classes
- 9.29 Better acoustics for class rooms
- 9.30 Display cases, around campus, to demonstrate student work
- 9.31 Better freezer / food storage
- 9.32 Fix floor drains & power in kitchen area
- 9.33 Updated phone system
- 9.34 School parking
- 9.35 Clocks, speakers, VOIP
- 9.36 Broadcast studio for broadcasting
- 9.37 Gym with change room
- 9.38 Fix chain spacing between wings A & B to allow for more efficient foot traffic
- 9.39 Increase safety by providing additional lighting & cameras around site
- 9.40 Fire alarms in class rooms

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez

Distribution: All present

Attachment: Thompson's Renovation Wish List for GEMS



Thompson's Renovation Wish List for GEMS

- Gym in close proximity to field:
 - Boys and Girls Locker Rooms w/locks that are built in to the locker
 - Office for PE teachers in both locker rooms
 - Storage areas for ALL PE equipment
 - Storage area for ALL sports uniforms and related equipment
 - Bleachers
- ALL student bathrooms remodeled
- Administration Building/Area:
 - Move entire front of school towards the street to create more space
 - Connect current staff room area with room two to create more space
 - **Enclosed** office space for:
 - ✓ Principal
 - ✓ Principal's Secretary
 - ✓ Assistant Principal
 - ✓ Counselor
 - ✓ Nurse (space w/sink/cabinets/bed/supplies/wheel chair)
 - ✓ School Psychologist
 - ✓ Speech Therapist
 - ✓ Conference room(s) that can seat at least 10 people/white board/computer connectivity
 - ✓ Records Room
- Front Office/Reception Area:
 - Raised/two-tiered counter for intake
 - Desks w/computer stations for clerks
 - Lobby/sitting area
 - Head Clerk Desk that is visible/close proximity to counter
 - Attendance Clerk Area that is somewhat enclosed w/access window from outside
 - Trophy/Display Case
 - Lost and Found Closet/Cabinet
- Staff Room:
 - Remodeled/new restrooms that are separate for men and women and have two stalls
 - Drinking fountain
 - Kitchen/counter space with two refrigerators/freezers; microwaves; and automatic dishwasher
 - Bulletin boards for: union posting/work place docs/job postings
 - Staff mailboxes
 - White board (s)



- Work Room:
 - Separate from staff room
 - Copy machines
 - Work Area/Counter Space: paper cutter; die cuts; staplers; tape; hole punch; fax machine; paper binding; and laminator
- Library:
 - Take down walls in room 26 and 28 to expand the library both directions. Or, remodel/turn rooms 20-24 into the library, since there will be a gym; creating a focal point on campus.
- School entrance and perimeter:
 - Proper fencing for the perimeter (like TBMS/LHS) *without* openings other than the front entrance. Campus security will increase as a result.
 - Front approach: organize/expand bus and car drop-off at front. This will be the *only* entrance for students, staff, and guests. Will decrease the amount of students arriving on campus after the 1st bell and unwelcome visitors during the day.
 - Front office: consider having front door *inside* the fence/gate, again to increase security.
- Other:
 - Updated phones for the entire campus
 - Ceiling mounted projectors in all classrooms and staff room
 - Remove old play equipment completely
 - Relocate exercise equipment near gym
 - Repaint parking areas/stalls
 - Fix all leaks in roof
 - Even out concrete/walkways/pavement, especially in courtyard
 - Remove chains along B and C Wing and expand the width to increase student safety during passing time
 - Add surveillance cameras throughout campus

**MEETING SUMMARY**

Architecture & Planning ▪

Glen Edwards Middle School
Western Placer Unified School District

2407 J Street, Suite 202 ▪

Notes Prepared: March 08, 2010
 Meeting Date: March 04, 2010
 Meeting Location: Glen Edwards Middle School

Sacramento, CA 95816-4736 ▪

(916) 368-7990 ▪

Present: Cathy Allen, Asst. Superintendent
 Facilities & Maintenance Services
 Heather Von Aesch, Facilities
 Planner
 Mary Boyle, Asst. Superintendent
 Educational Services
 Jen Freymond, Secretary
 Jeff Dardis, Food Service Director

Christopher Landon, Teacher
 Wendy Hamasaki, Teacher
 Deb Morrison, Teacher
 Michael Doherty, Principal
 Dan Alcorn, Teacher
 Bob Lyons, Tech Director
 Tim DeWitt, RGA
 Francisco Ramirez, RGA

FAX: (916) 368-7996 ▪

1. Cathy Allen gave a brief introduction about herself then introduced Tim DeWitt

2. Goals for G.E.M.S.

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2.1 Tim DeWitt started with going over some of the overall goals for G.E.M.S. based on discussions from the previous meeting:

- (A) Converting the existing campus to a full functioning district level middle school
- (B) Create a safer more secure campus for students and staff
- (C) Configure classrooms to support grade level clustering and academies
- (D) Create a "front door" for the campus
- (E) Provide both staff and visitor parking
- (F) Sustainable "green" campus with improved natural lighting

2.2 After going over the goals, Tim asked the meeting members to each come up with one goal for our next meeting

2.3 Tim mentioned that Twelve Bridges M.S. is only a benchmark and we are not intending to duplicate

2.3 Once the goals are determined that one vision will be developed

3. Program Identification

3.1 Discussed the different columns on the Program Identification table. The table is broken down into three column headings for number of teaching stations:

- (A) Current G.E.M.S. (ADA#626)
- (B) Master Plan for G.E.M.S. (ADA#1200)
- (C) Twelve Bridges M.S.(ADA#890)



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- 3.2 After how many and what types of teaching stations is resolved, then we'll work on the rest of the school component needs

4. Option 1

4.1 Overview of option given:

- (A) Bus loop moved south of multi-purpose room to allow for a more visible entry
- (B) New Gym and higher profile of admin entry
- (C) Clustering of the grade levels
- (D) Pathways on L St. lead to administration
- (E) Four access points in campus for increased security
- (F) Northwest corner of campus would house a two story building for 7th grade
- (G) Southwest corner of campus would house another two story building for 8th grade and library
- (H) Put a covered roof between wings C & D and create a science and engineering classrooms central to the campus
- (I) Multiple quads create, such as the 6th 7th grade quad, and 8th grade quad
- (J) Covered entry between admin and multi-purpose removed for a grander entry and unobstructed view of the new gym

4.2 General comments & questions:

- (A) Front entry has an open feeling to it
- (B) Public spaces separate from classrooms
- (C) Electives centered
- (D) Is there more liability for having two story classrooms instead of one story? Factors such as stairs, elevators, ADA
- (E) Band room seems far from multi-purpose bldg. , but maybe ok since when they practice it tends to disrupt surrounding classrooms
- (F) Can the computer lab be attached to the library?
- (G) Doesn't seem to have a lot of outdoor dining areas
- (H) Parking layout looks good
- (I) Create a more inviting atmosphere for families to participate, maybe more outdoor covered areas would help

5. Option 2

5.1 Overview of option given:

- (A) Kept more of the existing buildings intact
- (B) Library bldg. remains in this option
- (C) Three story bldg. to house science and engineering along with 8th and some 7th grade
- (D) Modernize all existing classrooms (state funding could help do this)
- (E) New Gym, bus loop, main entry, parking are similar as in option 1
- (F) More secure campus with only three access locations

5.2 General comments & questions:

- (A) Three story bldg. makes a strong statement, can be a source of pride for G.E.M.S. Can be the "beacon" of the campus
- (B) Hardcourt area seems a little small
- (C) Creates a barrier between hardcourts and track

6. Option 3

6.1 Overview of option given:



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- (A) Three story bldg, new Gym, bus loop, main entry, parking are similar as in option 2
 - (B) By removing existing library bldg, gives the campus a better organization and allows for a nicer pedestrian walkway and allows the new gym and band room to be next to the multi-purpose room
 - (C) Added a band room that connects to existing multi-purpose
 - (D) more generous hardcourt area, which is important since the state requires a certain amount of hardcourts based on student population
 - (E) Also has three access location to help secure the campus
 - (F) All student classrooms out of "public" space area
- 6.2 General comments & questions:
- (A) Has a stronger public space area
 - (B) One 3 story bldg more economical than two 2 story
 - (C) Likes flowing swoop, maybe pull back library to allow for a stronger pedestrian walkway
 - (D) 3rd St. residents only face the narrow side of the three story, which makes it less imposing on the residents, and the wide side is set further back on the campus so building presence is also minimized on the residents of L St.
 - (E) As mentioned on option 2, the three story really makes a strong statement about the campus
 - (F) Band room location works really well next to the multi-purpose bldg.
 - (G) This option makes it easiest in terms of phasing the construction of the project
 - (H) With this option, can easily envision the campus as source of pride for the community
7. Overview and general discussions:
- 7.1 G.E.M.S would likely stay at 1200 students. District boundaries, which dictate student population not expected to be redrawn
 - 7.2 Putting solar panels on top of three story building, not only for sustainability reasons, but to use it as a teaching tool for the students
 - 7.3 No portable classrooms with any of the options presented
 - 7.4 Economically more feasible to improve campus than build a brand new campus. Also DSA process is easier with existing campus
 - 7.5 To expand this campus, there would be multiple types of funding used
 - 7.6 The construction would be done in phases
 - 7.7 There is a need to expand the campus, eventually some of the students from Twelve Bridges M.S. would come here. There's is also continual growth in the community
 - 7.8 Not known yet when expansion plan would be implemented
8. Action:
- 8.1 RGA to provide building plans so staff can insert program into option 3 by next meeting
 - 8.2 Meeting members to submit goals for the campus, that was brought up earlier in this meeting, to Heather by March 19th

Next meeting scheduled for April 14, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments



MEETING SUMMARY

Architecture & Planning ▪

Glen Edwards Middle School Western Placer Unified School District

2407 J Street, Suite 202 ▪

Notes Prepared: April 27, 2010
Meeting Date: April 14, 2010
Meeting Location: Glen Edwards Middle School

Sacramento, CA 95816-4736 ▪

(916) 368-7990 ▪

FAX: (916) 368-7996 ▪

A Professional Corporation ▪

Present: Cathy Allen, Asst. Superintendent
Facilities & Maintenance Services
Heather Von Aesch, Facilities
Planner
Mary Boyle, Asst. Superintendent
Educational Services
Jen Freymond, Secretary
Jeff Dardis, Food Service Director
Daniela Thompson, Asst. Principal
Christopher Landon, Teacher
Wendy Hamasaki, Teacher
Deb Morrison, Teacher
Michael Doherty, Principal
Dan Alcorn, Teacher
Bob Lyons, Tech Director
Ed Newberry, Teacher
Tim DeWitt, RGA
Francisco Ramirez, RGA

1. Tim handed out the G.E.M.S. Master Plan for the group to review
 - 1.1 Tim briefly did an overview of the handout
 - 1.2 Would be nice to have a decision for the first week of June board meeting
 - 1.3 Tim reminded the group that this is a draft and needs the Master Plan Participants input in order to complete it
 - 1.4 The concept of options for the project was discussed
 - 1.5 Need to start thinking about which phases to do, and in what order, and reminded group that current proposed phases may not be the right order
2. G.E.M.S. Master Plan discussion
 - 2.1 Audit of Existing Facilities (page 8)
 - (A) The proposed Master Plan for 1,200 students is being evaluated against a district benchmark
 - (B) Table was amended after input from group
 - 2.2 Facilities Needs Assessment (page 9 & 10)
 - (A) Existing site is 8 acres short of newest middle school
 - (B) Currently some of the spaces are underutilized
 - (C) More science labs are needed
 - (D) Existing library won't be able to serve 1,200 students
 - (E) Administration building needs a better entry
 - (F) Multi-purpose, food service needs to be modernized
 - (G) ADA issues throughout entire campus needs to be addressed during each phase



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- (H) Discussion about the undersized area of fields & hardcourts was a concern of the group. Although this plan is unable to resolve this issue, future district wide alternatives may aid in a solution to this situation
- 2.3 Master Plan Implementation (page 11)
 - (A) Phasing
 - What is the priority?
 - (B) Do we demo library & art for new gym first(Phase 1) or maybe science & engineering building(SEB) first(Phase 2), but takes out hardcourts?
Discussion:
 - More portables might be needed temporarily if gym is built first, but there are some classrooms currently that aren't being used that can be occupied instead of using temporary portables
 - Gym is needed for a full middle school program
 - Currently P.E. has no location during lunch time, which gives no flexibility for the P.E. department
 - Getting entire campus together under one roof for rallies, functions, and presentations would be great for school pride
 - Food service could be modernized when gym is constructed
 - Gym would go up faster than the SEB
 - Better initial visibility with gym first
 - Since Lincoln is a sport's town, gym would have a lot of appeal to parents
 - (C) How realistic is a 1200 ADA?
 - Cathy- Since it's cheaper to expand current campus rather than build new ones, it makes more sense economically to expand GEMS to handle the projected enrollment growth of Lincoln. The 1200 ADA is on target to the projected enrollment
 - (D) What' the future of 1st Street School?
 - Cathy- Don't think it will be around much longer. Eventually there be more room on Creekside Oaks ES. The current location of 1st Street might be used for other district needs, such as administration.
 - (E) Current site plan is not dependant on rest of site.
 - If 1st Street School moves, fields could be move south, and food service could be expanded
 - (F) What if Science & Engineering Bldg(SEB) was constructed first?
 - Sends an academic message to the community
 - Families would prefer SEB first instead of gym to help their children stay on par academically with Twelve Bridges.
 - Lockers would have to be relocated reducing the hardcourt areas even further
 - This option would have the least impact on needing temporary classrooms in that it would be built on the hardcourts
 - Additional temporary hardcourts would need to be provided. Possibly even located inside track area, if no other space can be identified
- 3. Tim reminded group that this master plan is in the preliminary phases and that needs board review and approval prior to public discussions occurring



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4. Very important how master plan gets presented to the public and the school board
5. Process for going forward with master plan:
 - 5.1 School board will listen to this group and recommendation
 - 5.2 Polling for bond, to see how much the community would favor a local bond.
 - (A) In the district's last poll done, building new high schools and elementary schools rated last.
 - (B) GEMS modernization rated on top of the poll
 - (C) Modernizing and science scored much higher than adding a new gym in last poll
6. Staging area and construction
 - 6.1 Would go on north side of campus, where the future parking would be or another possibility is on the south side of campus, south of the future gym
 - 6.2 Plywood barriers would be utilized to help minimize distractions
 - 6.3 Construction would be coordinated around testing dates to reduce noise levels
 - 6.4 Heavy construction could be done preferably during summer or evenings
7. If bond passes in November 2010, we would know the exact phasing by that time
 - 7.1 Polling would help dictate phasing options
 - 7.2 Cathy mentioned that it would difficult to predict how long of a gap there would be between Phase 1 and Phase 2
 - (A) It would primarily be dictated by the bonding capacity, which she would know by November 2010.
 - (B) If phases are delayed significantly, and the SEB is built first, it would impact the P.E. program quite a bit
 - (C) If P.E. is impacted for more than 6 years; teachers would be willing to move and vote for gym first
 - A temporary hardcourt could be built in middle of track
 - 7.3 Cycle of bonds
 - (A) Election year
 - Need a 55% approval rating
 - cheaper to run a bond campaign
 - (B) Non-election year
 - 2/3 majority needed for passage
 - (C) Not enough time to make it for June election
 - (D) 2 year cycle (1 1/2 years to do construction)
 - (E) This would be a 100% locally funded bond
 - School is eligible for modernization of older buildings but not for the new gym or SEB
 - District would have a marketing campaign for this bond promoting this master plan
8. May 18th next board meeting
 - 8.1 Would be nice if someone from the group could represent the interests phase 1 and another member to represent phase 2
9. Took a hand vote with the committee members which was 6-2 to build the gym first
10. After further discussions, the group felt it would make more sense to merge phase 1 and 2
 - 10.1 Even with phase 1 & 2 merged together, they would still be constructed in phases
11. Currently it's a great time to build since construction cost are low.



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- 11.1 The more we delay, the more it will cost to implement the master plan
- 11.2 Approximate construction cost for master plan is \$20 million.
- 12. Goals from committee members can still be incorporated into description
 - 12.1 Email to Cathy who will then forward to RGA

Next meeting scheduled for April 28, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments



4. California Department of Education Attachments

22 GUIDE TO SCHOOL SITE ANALYSIS AND DEVELOPMENT

Table 4 Site Requirements for Grades Six Through Eight

	Enrollment								
	Up to 75	76 to 150	151 to 300	301 to 450	451 to 600	601 to 750	751 to 900	901 to 1,050	1,051 to 1,200
<i>Type of outdoor facility</i>	<i>Number of facilities required</i>								
G Field area 260' × 260'	1	1							
H Field area 260' × 460'			1	1	1	1	2	2	2
I Field area 240' × 300'					1	1			1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
<i>Percentage factor for layout</i>	30	30	25	25	20	20	15	15	15
<i>Area use</i>	<i>Number of usable acres required</i>								
Physical education	2.3	2.7	4.3	5.0	7.0	7.3	8.5	8.5	10.7
Buildings and grounds	0.6	1.4	2.1	2.7	3.3	4.1	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
<i>Total acres without CSR</i>	3.2	4.4	6.7	8.1	10.7	11.9	14.0	15.0	18.1
<i>Class size reduction</i>	<i>Number of usable acres added</i>								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
<i>Total acres with CSR</i>	3.4	4.7	7.1	8.8	11.6	12.9	15.3	16.6	19.9

Note: These specifications are intended for grades six, seven, and eight or a combination of grades seven and eight. If facilities for football and track are not required, use the specifications on this table; if they are required, see the specifications in Table 5.

**Table 5 Site Requirements for Grades Six Through Nine**

	Enrollment								
	Up to 75	76 to 150	151 to 300	301 to 450	451 to 600	601 to 750	751 to 900	901 to 1,050	1,051 to 1,200
<i>Type of outdoor facility</i>	<i>Number of facilities required</i>								
G Field area 260' × 260'			1		1	1			
H Field area 260' × 460'				1			.1	1	1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
L Field area 360' × 360'	1	1	1	1	1	1	1	1	1
M Field area 300' × 750'					1	1	1	1	1
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
<i>Percentage factor for layout</i>	30	30	25	25	20	20	20	20	20
<i>Area use</i>	<i>Number of usable acres required</i>								
Physical education	4.2	4.5	6.5	8.7	13.4	13.7	15.4	15.4	15.7
Buildings and grounds	0.8	1.6	2.3	3.0	3.6	4.2	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
<i>Total acres without CSR</i>	5.3	6.4	9.1	12.1	17.4	18.4	20.9	21.9	23.1
<i>Class size reduction</i>	<i>Number of usable acres added</i>								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
<i>Total acres with CSR</i>	5.5	6.7	9.5	12.8	18.3	19.6	22.2	23.5	24.9

Note: These specifications are intended for any combination of grades six, seven, eight, and nine and include area requirements for football and track.